GRADUATED

# TRANSLATION EXERCISES

## PART II.

ENGLISH-URDU, URDU-ENGLISH

WITH

RULES AND REMARKS

FOR

THE GUIDANCE AND ASSISTANCE

OF

NATIVE TEACHERS AND STUDENTS,

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# CHAPTER XIII.

**The use of "There" to begin a sentence The Progressive Perfect Tense, Reflexive and Reciprocal Pronouns**

REMARKS — "There," when used to begin a sentence, as prescribed in the following rules, is of *adverbial* force, only in causing the *Interrogative* form of a sentence which it precedes to become *Affirmative*, or in modifying an Affirmative sentence. (*See* Classes 8). It has not the force of an Adverb *of Place* It has somewhat the force of a Pronoun, since it stands in the place of the *Noun* Nominative, in either an Affirmative or an Interrogative sentence of certain form :—

Ex —*A clock* is in the room (*Affirmative*)
Is *a clock* in the room? (*Interrogative*)
*There is a clock* in the room (*Affirmative*)
Is *there a clock* in the room? (*Interrogative*)

This use of "there" is limited to certain circumstances, which may be explained as follows —

The Verb "to be" is used as a *Principal* Verb, in order to state a fact regarding its subject

A fact thus stated regarding the subject is either (*a*) dependent upon the nature or the constitution of the subject; or, (*b*) not dependent upon, but independent of, the nature or the constitution of the subject, and dependent upon some cause external to the subject

To state a fact of Group (*a*), the Verb "to be" (*i e*, the Copula)† is followed by (1) a Noun, or (2) an Adjective indicating an *inherent* quality .—

Ex —(1) Air is *a fluid* (*Aff*) Is air *a fluid*? (*Interr*)
(2) Air is *invisible* (*Aff*) Is air *invisible*? (*Interr*)

To state a fact of Group (*b*), the Verb "to be," (*i e*, the Copula) is followed by (3) an Adjective indicating an *induced*

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* The *Notes* and *Remarks* are chiefly intended for the use of the Teacher.

† The use of the Copula *not followed* by any word or phrase whatever, being so limited, the consideration of it may be omitted, although it belongs to Group (*a*) —Ex. "*There* is *no hurry*" (*i. e*, Plenty of time is)

)

ound, that, in *Interrogative*
formed with "there," *there*
is preceded by any one of
, —*Definite Article*, *Demon-*
*P onoun*, *Possessive Case* (un-
', oper Noun

nces, in which "to be" is
ided into thirteen classes, as

2) *cannot* be formed with

5) inclusive, *must* be formed

be formed *with* "there," or
*sense* intended to be con-
XLIX)

*ld English* and in *Poetry*,
verbs than "to be" is com-
y used with other verbs than
to be in *Poetry*, and is sometimes so used in *Prose*, but
only *as an establishment* to style Mere beginners, however,
should only use "there" according to the Rules now to be
given

---

In the scheme, therefore, the following forms should be bracketted as *not to be used* in Composition —the fourth forms of each Class, each form of 7*a* the first, second and fourth forms of 7*b* and 6*d*

The fourth form of each Class is, however, used when the sentence is constructed according to Rule XLII

* The Possessive Case is qualified by being preceded by a Numeral Adjective with "of" —Ex. "*Two of* Durga's pigeons are dead" [See Rule XXXIV] A *Proper Name* may also be used as a *distinguishing* word

† The pupil should commit these schemes to memory, as he would the conjugation of a Verb.

The rules regarding this peculiar use of "there*" with a Common Noun Nominative, deduced from the foregoing remarks, are as follows —

RULE XLVII —Put "there" *before* the verb, in place of the *Noun* (*Common*) Nominative,† and put the *Noun* Nominative after the verb, when "to be" is used as a *Principal* verb, in sentences of Classes (3—7*b*) in the preceding scheme ·—

Ex —(*See* preceding Examples (3—7*b*)

RULE XLVIII —In forming sentences of Classes (8), use the form *without* "there" when it is required to make prominent *the existence of duty, necessity obligation on the part of the Nominative*, in connection with the action expressed by the Infinitive‡ —

Ex —A visitor is *to arrive* presently
A man is *to help you*
A horse is *to be shot*
A picture is *to look at* §
A picture is *to be looked at*

RULE XLIX —In forming sentences of Classes (8), use the form *with* "there" when it is required to make prominent *the existence of the Nominative*, in connection with the action expressed by the Infinitive§ —

Ex —*There* is a visitor *to arrive presently*
*There* is a man *to help you*
*There* is a horse *to be shot*
*There* is a picture *to look at* ||

---

* The use of "there" with other Tenses of "to be" than those treated of in parts I and II, will be noticed when those other Tenses are treated of

† The Nominative of an affirmative sentence with "there" may also be a Demonstrative Pronoun not followed by its noun, in sentences of the third Form of Classes (7*b*) and (8)

For *Proper Noun* Nominatives, see the first note on page 3

‡ *See* Rule CIV (*a*) the *nominative* not being known or selected, it is the *Infinitive* which is more prominent (*See* Chapter XXIII)

§ The *Active* Infinitive of a *Prepositional* Verb, simply indicates the use or *purpose* of the Nominative

|| The *Nominative* being already known or selected, it is the *Nominative* which is prominent.

RULE LII.—Use Reflexive* Pronouns in the Objective Case only, and Reciprocal Pronouns in the Objective and Possessive Case only :—

EX.—He has hurt *himself* with a sickle.
These two boys are helping *each other*.

RULE LIII.—Use only the Saxon form for the Possessive Case of Reciprocal Pronouns :—

EX.—They grasped *each other's*† hands.
We use *one another's*† books at home.

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## EXERCISE XIII.‡

A.—Translate into Urdu :—

Is *there* a well in your garden? Yes, *there* is. *There* were four horses drawing that gentleman's carriage. Have they

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* Reflexive Pronouns are used exceptionally as Nominatives, as in note to Exercise XV.

† "Each other" is used in reference to *two objects*, "one another" to *more than two*.

‡ The *shortest possible* Form for Reply to a question beginning with a verb, is either *Yes* or *No* and to those beginning with an Interrogative Pronoun or Adverb the shortest Form for Reply is the simple reply *to the point* of the question.

EX.—Have you finished your letter yet? Yes (or No).
*Who* sent you this basket of grapes? *Durga.*
*Whose* horse won the race? *Mine.*
*Whom* did you meet on your road home? No *one.*
*Which* is your horse? *That.*
*What* is this horse worth? *Five hundred rupees.*
*When* did you see him last? *Yesterday.*
*Where* have you hidden my books? *Behind that box.*
*How* are you Mohan? *Quite well.*

The reply to a question asked with *why* must, however, be a *Complete sentence.* (*See* Chapters XII, XVII, XX.)

written to *each other* since the end of the month?* No, they have not written to *each other* for † three months *There* was a great fire‡ in the city last night § I have just hurt *myself* severely with a broken pane of glass We *have been sitting* by *ourselves* under the shady trees with our books and our maps *There* was a number of boys playing cricket|| in the field behind the Cutcherry *There* are three horses, two mares and a mule in my stables The man threw *himself* off the bridge into the river This big boy and that little one¶ *have been talking* about *each other's* prizes *There* is a** good reason for your father's anger. Is *there* not a mistake here? Yes, *there* certainly is *There* is no holiday for the second class to-day That boy has bought a quantity†† of sweetmeats, and a number of cocoanuts for *himself* and three of his school-fellows Durga and Munna *have been helping each other* in their translation exercises The boys of this class are questioning *one another* about the rules for the use of the Adverb *There* is plenty of time for play to-day Those little boys always go home by *themselves* Were *there* not twenty men in that boat? Yes, *there* were My neighbour's red-white

---

* "The end of the month, with a Past Tense, means, the end of the *previous* month," with a Future Tense, it means "the end of the *present* month"

† "For" [*during*, See rule XLIV] followed by a Period of Time, refers either to Past or Future time according to the Tense of the Verb "For" with a Period of time cannot be used with a Present Tense

‡ "A fire," thus used, means, a conflagration, or the burning of a house or houses

§ Such words as "last night," "to day," "yesterday," whether used as Nouns or as Adverbs, do not require Articles or Prepositions

|| Grammatically "to play" requires to be followed by *at* when *the name of the game* is stated Idiomatically *at* is omitted

¶ "One" should be used to avoid the repetition of a Noun, except when *emphasis* is required

** As there may be more than one *reason* for *anger*, "reason" here is a Common Noun, and requires an Article

†† "Quantity," followed by "of" is applied to the Common Noun, refer to Rule I (*b*) "Number" followed by "of" is applied to the things that can be counted "Large," when *meant* before each of these words, is omitted, idiomatically, as in the above sentence,

cow has gone home from the field by *herself* Was *there* a holiday at your school on the last Saturday of the month? No, *there* was not Little children laugh at *one another's* mistakes. *There* is a price of two books and a silver watch for the first boy of the first class He and his brother were chasing *each other* round the school house Did he do this exercise *himself*? Yes, he did do it by *himself* *There* were three months and a half between the dates of these two battles These young men have prepared *themselves* well for their next Examination. The boys of the third class *have been comparing one another's* translation exercises *There are* two men *washing themselves* and their clothes in the tank by the side of the main road Were the Midsummer holidays over* before the end of June? No, they were not *There* is a great difference between half a dozen and a dozen and a half You *yourself* have* often made this mistake You said† the same thing‡ *yourself* yesterday Is *there* rice in that bag? No, *there* is wheat in it. *Is there* not a man *cutting* the dead branches off the old trees in your orchard? Yes, *there* is. They tore *each other's* clothes in their play Were those little boys pinching *each other* in play? No, they were pinching each other in anger Is *there* a horse ready for me yet? Yes. Are not the horses behind the tent biting and kicking *one another*? Yes, they are I *myself* saw the railway accident the other day § Was *there* a bridge of boats|| over the Jumna at Delhi last year? No Are the peaches

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* *To be over* means "to be finished," or "to be completed"

† "Observe that an Adverb indicating Past Time cannot be used with a *Perfect* Tense."

‡ "Thing" here means "saying" or "speech," as agreeing with "said" This word is frequently thus used, as, "you did the same *thing* (*i e*, *deed*) yourself yesterday"

§ "To day," "yesterday," "the day before yesterday" (or "two days ago,") "three days ago," &c, "a week ago," &c, are *points of Time definitely* stated and arranged in chronological order "The other day" refers *indefinitely* to any of these *points of Time* [after "yesterday"] which may be considered to come under *relative* term *recent*

|| "Boats" is here used in a general sense *See* Rule I (*a*)

.hey are quite ripe
gainst the enemy
Yes, *there* was a

اِس شہر میں دو —
کے مقابلہ کو نوج نہیں لے
تم دهلي سے حاتے ہوئے کس
همارے مدرسے میں اِنعام ت
آپس میں نہیں لڑ رہے
نہیں ؟ — آج تو تمہارے
کتابیں اِستعمال کرتے ہیں —
نہیں لگي هے ؟ — هاں
بیسے هیں ؟ — نہیں اِس
کے ایک هي طرف اکھا

پرسوں سے یہہ چیزیں
تھي — آدھي درجن
تعطیل قبل جولائي کے ختم هوگي ؟ — نہیں — شروع اگست تک ختم هوگي —
مدرسۃ برخاست ہوئے آدھا گھنٹہ ہوا — دو صفحے ترجمہ کے ماسٹر صاحب کے
ملاحظہ کے لیئے تیار هیں — میں اور میرے دو چچا زاد بھائي ایک دوسرے کے
اِمتحاں کے کاعدات کي غلطیاں صحیح کر رہے هیں — کیا اگلے امتحاں کے واسطے
تمنے خوب تیاري کرلي هے ؟ — همارے اور تمھارے گانؤں میں سات میل کا فاصلہ هے —
کیا تمنے یہہ خط خود هي لکھا هے ؟ — نہیں — میں نے یہہ خط اپنے بھائي کي
مدد سے لکھا هے — میں اور میرا بھائي اِستعمال حرف تعریف و تنکیر کے باب
میں باهم سوالات کر رہے تھے — چھہ هفتے سے همارے مدرسۃ میں تعطیل نہیں
هوئي هے — کیا آج کچہري میں تعطیل هے ؟ — نہیں — نہیں هے — میں اِس
مدرسۃ میں ماہ گذشتہ کے پیشتر کے مہینے کے شروع سے آتا هوں — کیا آج سہ پہر
کو اِس میداں میں چند لڑکے کرکٹ نہیں کھیل رہے تھے ؟ — هاں کھیل رہے تھے —
وہ دس دن سے مدرسے میں نہیں آتا هے — کیا آج کھیلنے کے واسطے کافي وقت نہیں

هے ؟ — وہ اور میں نقشہ روس میں باہم سوالات کر رہے ہیں — کیا ڈرنا اور منا ایک دوسرے کو سبق میں مدد نہیں دے رہے ہیں ؟ — ہاں مدد دے رہے ہیں — یہہ لڑکے کچھہ جملے اپنے سبق کی کتابوں سے نقل کر رہے ہیں — کیا کل تمہارے مدرسے میں تعطیل نہ تھی ؟ — نہیں — ہفتہ گذشتہ کے پیشتر کے ہفتے میں تعطیل تھی ؟ — کیا دو دن ہوئے ریل پر کوئی حادثہ نہیں ہوا تھا ؟ — ہاں ایک حادثہ ہوا تھا — پرسوں مدرسہ سے غیر حاضر رہنے کی اس نے اچھی وجہہ بیان کی — چھوٹے لڑکے اور وہ بڑا لڑکا اوس جھاڑی پر چڑھہ رہے ہیں جو مدرسے کے کھیل کے میدان اور سڑک کے درمیان واقع ہے — اس نے اپنے تئیں پل سے دریا میں گرا دیا — ہمارے باغ میں گلاب اور گیندے اور سوسن کے درخت لگے ہیں — تھوڑا عرصہ گذرا اس بوتل میں ذرا سی روشنائی تھی — میں نے خود یہہ کتابیں الماری کے بیچ کے تختے پر لگائی تھیں — میں نے ابھی ایک جلتے ہوئے کوئلے سے اپنے تئیں ذرا سا جلا لیا ہے — تمہاری سبق کے آخری جملے میں ایک غلطی ہے — کیا تعطیل کے اختتام سے تم میں اور تمہارے بھائی میں کچھہ خط و کتابت ہوئی ہے ؟ — نہیں — مدت سے مجھہ میں اور ان میں خط و کتابت نہیں ہوئی ہے — اس کمرے میں تین لڑکے نقشہ کھینچ رہے ہیں — کیا آج تمہارے یہاں چھٹی تھی ؟ — نہیں — کل تھی ٭

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# CHAPTER XIV.

**Indefinite Adjectives some, any, no, every, and the compounds of them each**

REMARKS --(*a*) "Some" is an intensification of the Indefinite Article, and, when substituted for *a* or *an* makes its Noun *more indefinite** than before—

Ex —(*a*) A man has stolen my horse
(*b*) *Some* man has stolen my horse

Sentence (*a*) would be said if *the man* were *known*
Sentence (*b*) would be said if *the man* were *unknown*

(*b*) When *some* is substituted for *a* or *an*, "or other" is *understood* after the Noun, but it is more commonly *expressed* for emphasis,† and to increase the indefiniteness indicated by "some"—

Ex —*Some* boy has been quarelling with him
He has been quarelling with *some* boy *or other*

---

* *A* or *an*, *some* and *any*, may be regarded as indefinite Articles, arranged in increasing order of indefiniteness

*Any* is so decidedly indefinite, that it can only be used before things non existent, or the existence of which is only *supposed*, or is *uncertain* thus —

Ex —*A* man did this (*i e* An *actual* man)
*Some* man did this (*i e*, An *actual* man)

I do *not* fear *any* man (*i e*, The man whom I fear is *non-existent*) *Any* man could do this (*i e*, A *supposed* man)

Give me *some* pens if you have *any*, *i e*, pens of *doubtful* existence The use of "any," as in the last two examples will be treated of in its proper place in the Chapters on the remaining Auxiliary Verbs, and in notes on Compound Sentences

† It is better always to *express* "or other" after each Noun in an Objective Case preceded by "some" in order to distinguish it from the Nouns described in Rule I (*b*)

The Compounds of "some" are emphasized by being followed by "or other" The Compounds of "any" and "no," are emphasized by being followed by "at all" or by "whatever" "At all" also emphasizes "no," "none," and "not"

(*c*) "Or other" may also be put for emphasis after the compounds of "some" —

Ex —I borrowed *somebody or other's** umbrella
They hid themselves *somewhere or other*, in the garden

(*d*) "Some or any" is the Indefinite Article proper to a Plural Noun, to a Noun such as is described in Rule I (*b*) and to an Abstract Noun—when they are not used in general sense .—

Ex —*Some*† dogs do not bark
They ate *some* sugar with their fruit
His face indicated *some*‡ consciousness of guilt

(*e*) "Some" when used before a Plural Noun, conveys idea of *selection*

(*f*) "Some of," used before a Noun which is preceded by the Definite Article, or by a Possessive, or by a Demonstrative Pronoun, or by a Possessive Case of a Proper Noun, or when used before a Personal Pronoun in the Objective Case, expresses *selection* of a portion of the whole .—(See Rule XXXIV )

Ex —*Some of* the paper is torn
I have lost *some of* my pigeons
We ate *some of* that fruit
*Some of* us are very sleepy
The arrival of this letter has removed *some of* my anxiety
Here are *some of* Durga's pigeons

(*g*) "Some," when used before a Definite Numeral Adjective, indicates approximation to the number, *i e*, *about* that number —

Ex —He sat there for *some* ten minutes
I visited Benares *some* two months ago

---

* Observe the form of the Possessive Case here It is only the Compounds indicating a *person*, which take the Saxon Possessive Form

† "Other" or "others" is the relative of "some" thus used Ex —"*Some* dogs do not bark" "*Other* dogs (or *others*) are always barking"—"*Some* rivers fall into the sea, or into *other* rivers" "*Other* rivers fall into lakes"
Observe the forms of the Present Tense used in the second of each of the preceding pairs of sentences

‡ Used before an *Abstract* Noun "some" indicates a *small* amount of the quality, &c , represented by the Noun.

*umber* or *time* still more indefinitely the
—

(at there for *some* minutes

he antonym* of "some," "any," "each,"
None," is used for "no" when the Noun it
d In a Compound Sentence, or in a reply,
is qualified by "some" or "any" may be

the Exercise ]

id "any" have the same general significa-
licate *indefiniteness* as to quantity, number,
The Compounds of them also indicate *in-*
ome," "any," and the Compounds of them,
ve the same *general* signification, are used
cumstances.

preceding remarks, some general rules, as
e of "some," "any" and the compounds of
—

*a*) Use "some" or "some——or other,"
to express greater *indefiniteness* of indivi-
licated by the Article —

the Example to Remark (*a*)

" to indicate indefiniteness as to number
a Plural Noun, † before a Noun as stated
before an Abstract Noun, when they are
ral sense ‡ —

the Example to Remark (*d*) and the Exercise ‡

) Use "some" in Affirmative Sentences
) or in Interrogative Sentences such as are
XLII, Part I —

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XXII

ural Nouns, and Nouns such as noted in Rule I (*b*)
" placed before them, more frequently than not

ubstitution of "some" or "any" for *a* or *an*, makes
re *Indefinite* and that the substitution of "some" or
the Definite Noun *Indefinite*

Ex.—He has brought *some* paper
We wrote *some* letters
*Some* mischievous boy has done this
Has he not brought *some* paper?
Did he not write *some* letters?
Has not *some* mischievous boy done this?

(*b*) Use *any* in place of *some* when the Verb of an Affirmative Sentence is negatived* by *not*, or when the sentence is purely Interrogative † —

Ex —He has *not* brought *any* paper
We did *not* write *any* letters
*No* mischievous boy has done this
Has he *not* brought *any* paper?
Did you *not* write *any* letters?
Has *no* boy *any* paper?
He has *not any*‡ paper?
Has he *not* paper?
Did you write *any* letters?

RULE LVI —Use, according to the two preceding rules, the following compounds § —

*Something, somebody,*|| *someone somewhere* ,

---

* A sentence may be negatived by negativing the Verb with *not* or by negativing the *Noun* Subject or the *Noun* Object with *no* —

Ex —He has committed a fault
He has *not* committed *a* (or *any*) fault
He has committed *no* fault
*No* boy dislikes play

Observe that *Noun* Subject can only be thus negatived when it is used in a collective or a general sense.

† *See* Rule XXXIX

‡ Observe that *not* here qualifies *has*, and does not qualify *any*, although the *Compound* (as in the 3rd Example) is equivalent to "no"

(The using of *no*, *any* after the Verbs "to have and to be" is a common error among native students)

§ Those which indicate a *person* take either of the Possessive Forms according to the Rules in Chap VIII Part I Those compounded with *thing* take Possessive Case Those compounded with *where* are Adverbs, "ever" and "always," are equivalents of "any time," "no time," and "every time" The last three Compounds have no existence as *words*

|| The second and third words in such group are nearly synonymous The second of the two is, however, the less indefinite —*Ex* —"*Which of you* did this?" "No one" "*Who* did this?" "Nobody" "Somewhat" is less commonly used than its equivalent "a little," and "rather" "Sometimes" is a mean between "always" and "never,"

father-in law at Benares. Have you been* *anywhere* during these holidays? Yes, I visited † the Taj at Agra *Every one* requires sleep He has told *no one* about the loss of his watch Is there *any*‡ paper in that cupboard? Yes, there is plenty. Have you seen my steel pen *anywhere*? No, I have not *Somebody or other* has taken my umbrella instead of his own. No, they§ haven't Your umbrella is here Was there a hail-storm yesterday *anywhere* between this place and Agra? No, there was not *Everybody* at the race-course saw the accident No people *at all* eat their food without salt They have *not* hidden themselves *anywhere* in this garden. They have hidden themselves *nowhere* in this garden. Did you explain this order to *everyone* in the playground? Yes, I did explain it to *every one* there. There were seven hundred people present at my brother's wedding‖ *some* two months ago They have been putting *some*¶ new thatch upon the roof of our house They have been putting¶ new thatch upon the roof of our house Did not the teacher explain this to *each* one of the boys of this class? Yes, he explained it to *every one* of them Did you visit *any* place in the holidays? Yes I stayed at Delhi for three days during the last week of the holidays He has not eaten *anything whatever*

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* "Been" is substituted for 'gone,' in the Perfect and Pluperfect Tenses of "to go" in order to convey the idea of having *recently returned* in addition to that of having *gone*

† *See* Foot-note on page 16

‡ "Is there *paper* in this cupboard?" "No there are *clothes* in it." "Is there *any* paper in this cupboard?" "No, there is *none*" "Yes there is *some*" "Yes there is *a little*"

Study of the relations between the answer and the questions given will shew the force of the presence or the absence of *some* and *any*

§ "They" being the most indefinite and comprehensive of the Personal [illegible] is set apart for the Compounds formed of "one" and "body" re[illegible] this Chapter, which are, however themselves, Singular

‖ [illegible]rded as a *social* ceremony this is called a "wedding," regarded as a *religious* ceremony it is called a "marriage."

¶ [illegible]he first of these sentences a portion only of the roof is referred to; [illegible], the whole is referred to

mebody ask me a question just
, you not ask me a question just
is *nothing* lying at the foot of that
*g* lying at the foot of that tree
vegetables from the field to the
ood enough for that careless boy.
been standing in the corner be-
Does *anybody* want these old maps
ts them He has told me nothing
Is there not *something or other*
it of the words of this sentence?
ong† in it. No, there is *nothing*
*ny* grapes on your vine last year?
it Yes, there were *some* on it
r the Telegraph Office Did he
lesk? Yes, he did take *something*
naranpur has sent me a basket of
ured people Is *everyone* listen-
*l* listening No, *no one whatever* is
re listening Have *any* travellers
? Yes, *two* have No, *none* have
The carpenter has brought *some*
loor Did *anyone* help you with
No *no one* did Yes, Ratan helped
*somewhere or other* in the Punjab
I was Did *anybody whatever* say
of my mistakes in parsing? No,
llers *whatever* arrived at the Serai
have† Is there any wood in
e is *some* wood for fuel and *some*

---

of *my maps*" (*See* Rules XXVI, XXXIV)
*ps*," *i e*, 'maps selected from among *my*
lso used (to emphasize the Possessor) when
Pronoun is at the same time qualified by a
This dog of yours has bitten me"

these Compounds are put *after*, instead of

wood for the carpenters. Is there *wood* in that storehouse? No there is *grain* in it Have you *any* letters for me? Yes, here are *some* No, I have *none at all* for you My brother has acquired *some* house property by his marriage

---

B —Translate into English —

مدرسے کے کُتب خانے کی کتابوں میں سے کسی کتاب میں بھی تم نے کچھ حوالہ
some اور any کے دیکھے ہیں؟ — نہیں — ہم نے تو کچھ حال بھی اون کا
ان کتابوں میں نہیں دیکھا — کیا اوسنے باغ میں کسی نہ کسی مقام پر چند ساعت
تک کام نہیں کیا ہے؟ — ہاں — اوس نے کام کیا ہے — کیا کسی نے بھی سبق
میں تمھاری مدد نہیں کی؟ — نہیں کسی نے بھی نہیں کی — ماسٹر صاحب نے
کوئی نہ کوئی نوکر کھڑیا لینے کے واسطے بھیجا ہے — کیا آج شام کو کوئی مسافر بھی
سرائے سے نہیں گیا؟ — ہاں دو مسافر چلے گئے — کیا میرا کوئی خط بھی نہیں
لائے ہو؟ — نہیں کوئی بھی نہیں — میرا کوئی خط بھی لائے ہو؟ — ہاں دو
خط لائے ہیں — اِس دفعہ کا کوئی لڑکا بھی نقشہ کشی کا شوق رکھتا ہے؟ — ہاں
مجھے شوق ہے — کیا سوہن کو بھی ہے؟ — نہیں کسی کو بھی نہیں ہے — کیا تم
میں سے کوئی بھی پیمایش سیکھتا ہے؟ — ہاں ہم میں سے بعض سیکھتے
ہیں — کیا تم نے ابھی کوئی چیز میری میز میں سے نہیں نکالی ہے؟ — نہیں
میں نے تو کوئی چیز تمھاری میز میں سے نہیں نکالی ہے — اِس نے کتب خانے میں
کسی نہ کسی الماری پر اپنی کتابیں رکھی ہیں — امسال کوئی انگور بھی اِس
انگور کے درخت میں لگا ہے؟ — نہیں کوئی بھی نہیں — واہ پچھلے سے انگور تو
لگے تھے — کیا تمھارے بھائی کے مدرسے کی آحی دفعہ میں کوئی خرابی نہیں
ہوئی تھی؟ — ہاں — امتحان گذشتہ میں وہاں بڑی خرابی ہوئی تھی —
وہ عجائب خانے کے جانوروں کا بہت دلچسپ حال مجھ سے بیان کر رہا ہے — کیا
اوس کمرے میں کوئی شخص بھی مصری کتابوں کے نسخے کا کچھ حال نہیں جانتا؟
— نہیں — یہاں تو کوئی بھی اِس کا کچھ حال نہیں جانتا — دوسرے کمرے
میں سوہن کچھ اوس کا حال جانتا ہے — دس بجے سے کُتب خانے کے دروازے
کے پیچھے کچھ چھتریاں رکھی ہیں — کوئی پرانی چھتری چپراسی کے واسطے کافی
ہوگی — اِس بوتل میں روشنائی بالکل نہیں ہے — اِس بوتل میں کچھ بھی
روشنائی نہیں ہے — کیا میں نے ابھی تمھارے سوال کا جواب نہیں دیا؟ — نہیں

تم نے کچھہ بھي جواب نہیں دیا — پرسوں سونے ک
نہیں کھایا هے — وہ اپني بعض کتابوں پر نئي د
کتابوں پر نئي جلدیں چڑھاتے هیں — کیا بوقت ...
مستورات کا حکم بازار میں هر ایک دو سمجھا
سمجھا دیا هے — کوئي نہ کوئي چور تو میرے بد
کچھہ کبوتر میرے چورا لے گیا هے — کوئي قسم ...
کے ساتھہ کچھہ بھي نمک نہ کھاتے هوں — هم ...
کي گاڑي کو صدمہ پہونچتے دیکھا — کیا تمنے اون ...
دیا هے ؟ — هاں میںنے هر ایک لڑکے کو سمجھ
مقام کے قریب طوفان نہیں آیا تھا — نہیں
مدت سے کوئي طوفان نہیں آیا — کسي نہ کسي ...
هے — کیا تمنے میری کتاب کا غلاف اوس کمرے میں
میں نے تو کہیں بھي نہیں دیکھا — کیا تم ...
کچھہ کتابیں نباتات اور حیوانات کے بارے میں ...
هیں — نہیں — کوئي کتاب نہیں هے — اوس
خانے میں ٹکٹ اسے کو بھیجا هے — تھوڑ
کچھہ اولے پڑے تھے - سال گذشتہ کے اخیر سے ...
هیں — کیا تم کبھي کلکتے گئے هو — هاں ...
کي شادي میں کلکتے گیا تھا — کیا تمھارے ...
میں پایا هے ؟ — نہیں اِس سے یہہ علاقہ میري ...
اِس نے اپني گُم شدہ کتاب کسي مقام پر دفتر ک
هے — کیا اِس تعطیل میں تم کہیں گئے تھے ؟
متھرا میں ایک هفتہ ٹھہرا تھا — شست لڑکے اور ...
کرتے — کیا هر چیز اِسپیکٹر صاحب کے معائنے ...
چیز بھي تیار نہ تھي — هماري بہن کي شادي ...
چھوٹي — کسي نہ کسي شریر لڑکے نے میري ...
هم مہین کاغذ پر خط لکھتے هیں — تھوڑا سا ...
پاس هے — تھوڑا سا باریک کاغذ کچھہ خطوط ...
میں نے بعض کے پاس مہین کاغذ خطوط کے واسطے ...
مہین کاغذ خط لکھنے کے لیئے نہیں هے *

# CHAPTER XV.

Indefinite Adjectives continued—(all, whole, entire,) conjunctions continued—(both)

REMARKS— The student will find, both in spoken and in written English, that *all* and *all of* are put indifferently, before the Nouns described in Rule LVIII He should, however, abide by the rule, the reason of which is as follows —
"Of" is used in reference to *a portion* of a whole (*See* Rule XXXIV) with *one*, *some*, *any*, (or not *any*), *each*, *most*, *&c*

Since "all" refers to *the whole*, and not to a portion of the whole, "of" should not be used with "all"

Because "all" belongs to the above class of Indefinite Numeral Adjectives, and because the difference between *the force* of "all" and that of the other Indefinite Numerals is frequently overlooked, "of" is, as frequently as not, used *colloquially* with "all"

Similarly *all*, although it refers to completeness of *number* or *quantity*, is frequently used *colloquially*, before Nouns which are not measured by *number* or *quantity* (*See* notes to Rule LIX (*c*) (*d*)

RULE LVIII —(*a*) Put *all* before Nouns in the Plural, and Nouns of the Class described in Rule I (*b*), and Abstract Nouns, which admit of *the** before them† —

---

* All Nouns, taking *the* before them, admit of a Possessive or a Demonstrative Pronoun, or Noun in the Possessive Case, being substituted for *the*

† *See* Rules I, XXIX and XXXI.

Ex.—*All the* dogs are barking *
We have milked *all the cows*
*All the* sugar in that storehouse, is mine
The boys have broken *all the* glasses in those windows
I have lost *all my* money.
*All these* jewels are his
*These* are *all* Durga's books
*All these* books are Durga's
*All Ratan's* friends are here
*All the* Chakravartis are Bengalis, and *all the* Nuservanjis are Parsees
*All the* perseverance† of that boy has not yet brought him success.

(*b*) Put *all* before Nouns in the Plural and Nouns of the Class described in Rule I (*b*), and Abstract Nouns, which do not admit of *the* before them —

Ex —*All lions* roar
*All people* ‡ dislike pain
The news soon spread throughout *all India*
*All sugar* is sweet
*All glass* is brittle

---

* Idiomatically and colloquially, *all* when qualifying a *Subject*, may be put *after the* Verb "to be" or *before* the principal part of an Active Verb —

Ex —*The dogs are all* barking
*The sugar* in that storehouse is *all* mine
*These jewels* are *all* his
*These books are all* Durga's
*Ratan's friends* are *all* here
*The Chakravartis* are *all* Bengalis
*Lions all* roar
*People all* dislike pain

There is a slight difference of meanings between the grammatical and the idiomatic forms with "all"

† Observe that this is an Abstract Noun used as a Common Noun (*See* Rule XXXI)

‡ "People,' When used in a general sense, and preceded by *all, few some* or *many*, may be omitted

Ex —This library is open to *all*
*Many* avail themselves of this privilege
*Few* find fault with the librarian's arrangements
*Some* read the English Newspapers

A similar omission may be made if *none* be substituted for *no*, and *others* for *other*

Ex —*None* surpass the Hindus in patience
The kind hearted sympathize with the sorrows of *others*

You have removed *all anxiety* from my mind

(c) Put "all of" *before*, or "all" *after*—*us, you, them, and it* —

Ex —*All of us* are ready *We* are *all* ready
*All of you* have done this sum wrong
*You* have *all* done this sum wrong
*All of them* went home *They all* went home
*All of it* wasted away *It all* wasted away

RULE LIX —(*a*) Put the Definite Article with *whole of* before a Common or a Proper Noun, or before a Pronoun * :—

Ex —*The whole of my money* is in this box
The news spread rapidly through *the whole of India*
Here is your money *The whole of it* is in this box

(*b*) When the Indefinite Article is required to be used before a Common Noun, *of* is omitted ·

Ex —He ate *a whole melon*
He ate *the whole of* the melon
We have been living at Benares for *a whole year*
We lived there during *the whole of last year*

(*c*) Put the Definite, or the Indefinite Article, a Possessive Pronoun, or a Noun in the Possessive Case, with *whole*, before an Abstact or a Collective Noun † —

Ex.—He put *his whole strength* into the blow
The news spread rapidly through *the whole country*
Study engages *Durga's whole attention*
*The whole crowd* dispersed on the approach of some policemen.

(*d*) When an Abstract or a Collective Noun is qualified by a phrase ‡ (*See* note to Rule XXXI), Rule (*a*) is to be followed ·—

---

* When thus used, "the whole' is a Noun It is so used in Rule LVIII (c) since an Adjective cannot qualify a pronoun

† When thus used "whole' is an Adjective The Adjective "whole" conveys the idea of *entireness* but is only synonymous with "entire" when used with a Common Noun "Entire" is used with Common Nouns only, and, like "whole,' expresses the entireness of *one thing*

‡ *i e*, when it is used as a Common Noun "All" expresses the entireness or completeness of *a number*, and used *grammatically* with Plural Nouns and *idiomatically* with Singular and with Proper Nouns

Ex —He put the whole of *the strength of his arm* into the blow
We have been living at Benares during the whole of *the year since our father's death*
He travelled in course of time through the whole of *the country of his adoption* (i e, the whole of his adopted country)
The whole of *the crowd of rioters* dispersed on the approach of some policemen

RULE LX —Use *both** as an adjective, without *of*, in referring to two things, if they are only two of their class, or in referring to things generally understood to go in pairs, such as, *parents*, *eyes*, *hands*, *ends*, &c In this case the Possessive Pronoun is omitted because the Possessor is obvious —

Ex —I have lost *both* parents
This boy is deaf in *both* ears
We have been searching for the lost child on *both* sides of the river

"Of," however, must not be omitted when a *distinguishing word* (Possessive Pronoun, &c,) precedes the Noun

RULE LXI—Put *both*, as an Adjective, with *of* before, or without *of*, after a *single* subject in the Plural —

Ex —*Both* of my parents are living †
I have lost *both* of my parents
My parents are *both* living

RULE LXII —Use *both*, as an Adverb, to emphasize the *conjoining* of two or more Nominatives or Objectives by "and"†

---

* "Both," with a Noun, means "two," but it can only be used in the sense of *two*, when the only two things of the kind, or, two things previously expressed or understood, are referred to, thus —"He put *both* hands into his pocket" 'Have you seen Rohan and Mohan lately?" "Yes, I saw them *both* or *both of* them yesterday" When "both" qualifies a Personal Pronoun in the Nominative or in the Objective Case, it may be placed *after* the qualified word When qualifying a Noun, it can only be thus placed after a *subject*

Thus placed it is less emphatic than when used with "of" before its Noun

† "Both" must never be placed between the Possessor and the thing possessed, thus —" My *both* hands," "Durga's *both* brothers," &c, are wrong constructions

"Neither—nor," must be regarded as the *antonym* of "both—and," "Either—or" is the mean between "neither—nor," and "both—and"

In the former case, *both* is placed either before or after the conjoined words, in the latter case it is always placed before :—

Ex —*Both* my father *and* my mother are dead
My father *and* mother are both *dead*
I have lost *both* my father *and* my mother

RULE LXIII —(*a*) Use *both*, as an Adverb, to emphasize the *conjoining* of two or more Verbs, Adjectives, Adverbs, or Prepositions Place it before the *first* of each of them —

Ex —This boy *both* speaks *and* writes English fluently *and* correctly
This boy speaks and writes English *both* fluently *and* correctly
Your son is *both* clever *and* industrious
We planted some trees *both* behind *and* in front of our house
The gardener has been *both** weeding *and* watering the garden

(*b*) *Both* is only used with two Adjectives qualifying the same *thing* in the Singular, when they are the completion of a Neuter Verb (*See* Rule XXI) —

Ex —Honey is *both* sweet *and* nutritious †

(*c*) Or when they qualify the same (omitted) Noun in the general Plural - -

Ex —*Both* old *and* young like music ‡
Death seizes *both* rich *and* poor §

---

## EXERCISE XV.

**A —Translate into Urdu —**

*The whole of* this estate is my property *All* this estate is mine This estate is *all*‖ my property *All* these books are mine. These books are *all* mine These are *all* my books.

---

* Observe that *both* is placed before the principal Verb

† Observe that in (*b*) the two Adjectives *are not* antonyms

‡ In sentences of this construction the combined Adjectives may be put *after* the Noun —

*Ex* —People *both* old *and* young, like music.

§ Observe that in (*c*) the two Adjectives *are* antonyms In this latter case if the Noun be retained at all, it must be placed after *each* Adjective

‖ "All" is here used idiomatically for "the whole of"—"This estate is the *whole of* my property," *i e*, "I have no other property than this estate" The first two of the sentences in the above Exercise are equivalent to each other

spend neraly *the whole of* our
n English *All* the boys of
books Their books are *all*
*ire* school spent *a whole* day
vas Durga doing *all* day
*ne whole* time What work
is morning ? They have been
have been lying asleep under
have *all* seen them there
*the whole* blame from your-
lerstand *all* my corrections of
Past Tenses of Verbs ? Yes,
hose books on the top shelf
Rohan or to myself . They
ooks, or books of reference
ers Have any of you read *the*
*l of* us have read *the whole of*
t's wedding entertainment did
fifty rupees *The whole* sur-
ghtly in the moonlight *All*
ish

a great number of robberies
Muttra People now travel
*the whole* distance between those two places with safety to the
life and property Not a single † robbery or murder has
occurred on that road since the capture by the police of the
notorious dacoit Khundwa and *his whole* band

We are *all* looking through some English newspapers for
examples of the use of the Adverbs of time Have you cor-
rected *all* the mistakes in your translation of this ? Yes, Sir,
I have corrected them *all* These boys are giving *their whole*
attention to their teacher's remarks on the uses of the two
forms of the Possessive Cases of Nouns Durga spends too

* An Abstract Noun, when qualified, becomes a Common Noun [See Rule LX (*d*)]

† "Not a single," *i e*, *not one* emphatic for *no*

much time in* play Durga spends too much of his time in play. Shankar spends some of his time in play Ratan spends *all* his time in study. Mohan occupied *the*† *whole* evening in the study of English idioms Both Rohan and Mohan have spent *the whole of* their pocket money on sweetmeats Rohan, Mohan, and their three companions, have *all* spent *the whole of* their pocket money on sweetmeats

Have you corrected *all* the mistakes in your yesterday's exercise on the rules about Interrogative Sentences and replies to them? Yes, we have corrected them *all*

*The whole* city was in uproar, the other day, on account of a quarrel between some Kabuli horse-dealers and a number of Kashmiri pedlars *All* the peaceable citizens remained in-doors during *the whole* time of the disturbance

Have you *all* been preparing yourselves, diligently, during the past week, for the examination, in your studies of *the whole of* the week before last? Sir we have *all*

---

* With "to spend' *money* (or its equivalent), *on* is used in the phrase expressing *the aim or object of the spending*, when the Noun in that phrase is a Common Noun (*a person*) —

Ex —Durga spent eight annas of his pocket money on *Shankar at the fair*

He spends his whole income *on himself*
He spent some of his pocket money *on toys*
He spent all his savings *on jewelry*,
He expended (spent) his whole capital *on cotton*

*In* is used when the Noun is an Abstract or a Participial Noun —

Ex —He expended (spent) his whole capital *in the purchase of* cotton
He expended (spent) his whole capital *in purchasing* cotton

With 'to spend' *time* (or its equivalent) *in* is used with an Abstract, or with a Participial Noun

Ex —He spends most of his time in *study*
He spends nearly all his spare time *in studying* law

*At* is used with these Verbs, and with "waste," "lose" "occupy" and such others when the *aim* or *object* is *a game* —

Ex —He wastes a great deal of time *at chess*
He spent a whole day *at cricket*

† In sentences such as this, "evening" indicates the *evening of to day* unless the day is otherwise specified

en preparing ourselves for it diligently Some* of us are ady now for any* questions whatever on every portion of the subjects of our studies of the week before last

The Bookseller has been selling off† *his entire* stock at lf-price I spent *a whole* week during our last holidays in visit to the coal-mines at Raniganj

The rope is not *entire* I have joined two pieces of rope gether *The whole* length is now sufficient for my purses

Durga is directing *his whole* attention to *all* the subjects his next examination Behari's friends have *all* found ult with him for his disregard of their disinterested advice

*Both* he *and* I eat and sleep in a tent He and I *both* eat d sleep in a tent *Both* my brother *and* myself were ill t Wednesday Were you not plucking some fruits from *h of* my orange trees? No, we were not Were you not *h* plucking the‡ fruit from one of my orange trees? Yes, were Some of us have lost *both* our books *and* our tes *Both of* us have lost some books This class *both* ids *and* translates English very well indeed§ Has not the icher taken great pains with *both of* you? Yes, indeed§ has I have been questioning *both* Durga *and* his brother out some mistakes in their pronunciation of English words Mohan's father has not asked him any questions out to-day's lessons There have been *both* rain *and* hail

---

* "Us" refers to *existing person* "question" refers to some thing *not yet ting* (*See* note to REMARK (*a*) Chap XIV)

† "To sell *off*," *i e*, to sell completely or entirely, within a limited period, hat no portion remains unsold

‡ "*The* fruit," *i e*, the whole of the fruit

§ When "indeed" qualifies another Adverb, it is placed after the Adive or the Adverb qualified by that Adverb When "indeed" qualifies a b, (which must be in the Emphatic Form) it is placed after the Auxiliary, or greater emphasis, before the Nominative

in this neighbourhood during the last fortnight My cousin and I *both* work and play together This soldier lost *both arms* at the siege of Delhi Sentries guard the Treasury *both* night *and* day * There is room enough at this desk for us *both* There is no room at this desk for *both* Rohan *and* Sohan *Both ends* of the rafters of the roof rest upon the top of the side walls This pencil has a point at each† end Did you not meet with an accident some days ago ? No, I did not meet with an accident on your‡ road from the Kutcheri some days ago Yes, I met with an accident on my‡ road to the Kutcheri Did you meet them *both* on their way home ? No, I overtook *one of* them on his§ way home That man's income does not meet his expenditure That man's expenditure goes beyond his income There has been a dimness in *both of* my eyes for some days past ‖ I have had a dimness in *both* eyes for

---

* *Day and night* (*or night and day*), *morning and evening, night and morning, summer and winter* (or *winter and summer*), are Adverbs of Time, indicating either *continuousness or continual recurrence* according to the character of the Verb

† "Both ends" would be wrong here, because the same *point* could not be common to both *ends*

‡ *Your* road, *i e*, "the road by which *you* came," (or went) "*My road*," *i e*, "the road by which I came," (or went)

§ *See* Rule XXXI, and note

‖ "Past" refers to *a space of Time*, and is used with "for," (*See* Rule XLIV) with the Perfect Tenses and the Past Perfect Tense only

"Ago" refers to *a point of Time*, and cannot be used with the Perfect Tenses or with the Past Perfect Tense

"To come" refers to *a space of Time*, and can only be used with "for" with a Future Tense or with a Verb which *in itself* indicates Futurity —

EX —I went to Agra some days *ago*
I shall remain here for some time *to come*
He expects to be absent for some time *to come*

*Past*, *ago*, and *to come*, are Adjectives, qualifying Nouns indicating *Time*, and are idiomatically placed *after* the Nouns they qualify

*th* Shankar *and* myself* have been to
Shankar *and* I have been to the
rself* and Ratan paid a visit to the
you *and* Ratan at the Museum *Both*
lf* recognized me *Both* you and he

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ns, Singular and Plural of the 1st and 2nd Per-
the Personal Pronouns for the sake of emphasis,
*nd*" The Reflexive Pronoun in the 3rd Person
sis in combination with an Emphatic construc

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English —

میں اور میرا بھائي قریب تمام سہ پہر ھم ک
میں مشغول رھے — اِس باغ کے سب درختوں کو بھ
ھے — ھفتۂ گذشتہ میں ھم میں سے ھر شخص تم
رھا — یہہ سارا باغ میرا ھے — یہہ باغ کُل میرا ھے
کے ھیں — یہہ مکانات سب میرے دادا کے ھیں —
فرصت کا تمام وقت کھیل کود میں صائع کرتے ھیں —
ھیں ؟ — وہ اکثر کرکٹ کھیلتے ھیں — کبھي وہ تیر
اِن چار رجمنٹوں کے سب سپاھیوں کو نئي وردي کي ضرور
اِس قدر پرانی ھیں کہ پہننے کے قابل نہیں ھیں — گوروں کا پورا رجمنٹ قلعے سے
سڑک نہر کے پل کي طرف جاتا ھے — چند ھفتے کا عرصہ ھوا کہ میرے مدرسے کي
دفعۂ اول کے سب لڑکے ا ر آدھے لڑکے دفعۂ دوم کے اور چند دفعۂ سوم کے اور کچھہ دفعۂ
چھارم کے تمام دن عجائب خانۂ اور سرکاری کُتب خانے میں رھے — کل سارے دن
سوھن کیا کیا کیا ؟ — جواب — اوس نے کچھہ بھي نہیں کیا — دن بھر باغ
میں پڑا سویا کیا — اوس نے اپنے اِقرار سے سارا اِلزام اپنا دوسرے کے سر تھوپا —
حرف تعریف کے اِستعمال کے باب میں جو میں نے تمھاري غلطیاں صحیح کي تھیں
ھر ایک غلطي کي اِصلاح کو تم سمجھے ؟ — جي ھاں — جواب — ھم آپ کي سب
اِصلاحوں کو سمجھے — تقریباً تمام کتابیں اِس پارسل کي سوھن کي ھیں یا اس
کے دوستوں میں سے کسي کي ھیں — یہہ سب لغت یا انگریزي قصہ کہاني کي کتابیں
ھیں — کیوں سوھن پورے اعداد کو کیا کہتے ھیں ؟ — جواب — پورے اعداد کو اعداد
صحیح کہتے ھیں — کیا تم میں سے کسي نے تمام فہرست انگریزی متعلقات فعل کي نقل

کرلي هے ؟ — جي نهين — جناب — کسي نے اِس کے ايک جُز کي بهي اب تک نقل نهين کي هے — بلکه هم مين سے بعض نے تو اوسے اب تک ديکها بهي نهين هے — داني کي تلاش مين هم تمام جزيرے مين گهوما کيئے — کيا اب هندوستاني پلٹنون کے سپاهي انگريزي پڑهتے هين ؟ — بعض پڑهتے هين اور بعض نهين پڑهتے — کچهه تصويرين شير ببر اور شير کي يهان هين — شير ببر اور درندگان خونخوار بلي کي قسم سے هين — شير کے ايال نهين هوتے — اِس کا سر بلي کے سر سے مشابه هوتا هے — شير کا رنگ زرد هوتا هے اور اوس پر سياه دهاريان هوتي هين — اِس کي دُم بهي زرد هوتي هے اور اِس کے گرد سياه حلقے هوتے هين — سب درندے بلي کي قسم کے متفني اور بيرحم هوتے هين — بلي شرمگين اور بيرحم هوتي هے — کبهي تم نے بلي کو چوهے کے ساتهه کهيلتے ديکها هے ؟ — وه اِسے فوراً نهين مار ڈالتي هے — کوئي بليون کو نهين چاهتا — وه بڑي بيرحم اور نهايت شرمگين هوتي هين — شير اور بليان بڑي متفني اور نهايت شرمگين اور بهت بيرحم هوتي هين — هم سب some اور any کي شرح تلاش کر رهے هين — کيا کُتب خانے کے داروغه نے اِن کتابون کو جو اوس کے سپرد هين ترتيب مناسب دِيا هے ؟ — جي هان — جناب اوس نے ترتيب وار رکها هے — وه لڑکے کس چيز کي طرف همه تن متوجهه هين ؟ — وه معلم کي اِس تقرير کي طرف متوجهه هين جو ضمير غير ذي روح کے واسطے آتي هے اور حالت اِضافت مين اس کي دو صورتين هين — تُمکا کيا کهيل مين تم بهت وقت ضايع کرتے هو ؟ — جي نهين — مين تهوڑا سا وقت کهيل کود مين صرف کرتا هون اور بهت سا وقت کام کاج مين — کبهي مين اپنے چچا زاد بهائيون کے ساتهه چوسر کهيلتا هون — وه لڑکا تمام وقت کهيل کود مين ضايع کرتا هے — مِوهن نے اپنا تمام صبح کا وقت بيکاري مين ضايع کيا — هفته گذشته مين هم سارے دن روهن کے چچا کے باغ مين قريب دريا رهے — دونون نوکرون نے اپني ساري تنخواه آتشبازي مين پهونک دي — دِل تمام گاؤن زور شور کي آگ لگنے سے برباد هو گيا — آج مينے تمام حال دِل کے طوفان عظيم کا کل کے اخبار مين پڑها — هر شخص کهتا هے که البته اِس سال تيل کي فصل بهت عمده هوئي هے — تم مين سے کے شخصون نے تمام مضامين اِمتحان کے واسطے بخوبي ياد کيئے ؟ — هم مين سے کسي شخص نے بهي کوئي مضمون نهين ياد کيا هے — هم مين سے بعض هفته بهر عليل رهے هين — اِس سوداگر کا تمام سرمايه اوس کے قرض خواهون کے فائدے کے واسطے آدهي قيمت پر فروخت کيا گيا هے — اب اِسے اپنا تمام قرضه ادا کر ديا هے — پورے هفته کي مزدوري مين اِس شخص کو باره روپيه ديئے هين —

یہہ تحتہ کاغذ کا بورا نہیں ہے -
دیا ہے — لفظ since اور ago
ہیں اون کو دُرگا نے نہ توجہہ تمام ؛
میں سابق کی غلطی نہیں دکھلائی
تھی داغ و بہار بڑھی تھی ؟ —
ڈالی — تم دونوں نے مجھے بہت
دونوں وہاں کھڑے تھے — میں نے
نسبت کہا ہے -- میں اور میرا بھائی
شریک تھے — کیا دفتری نے اون
نہیں — اوس نے اون ورقوں کے ص
کرکٹ کا گیند دونوں ہاتھوں سے ر
ایک ہاتھہ سے روکا — کیا اِس سا
ہے ؟ — نہیں — بہس بڑھا ہے — ک
ہے ؟ — جی ہاں — کافی ہو جائ
روہن اور اوس کا بھائی ملا تھا ؟ -
سڑک پر دو طرفہ درخت ہیں —
آئی — اِس سڑک کے شمالی کنارے
کناروں پر کچھہ درختدار کھڑے ہیں
نوکر ہمارا تھوڑا سا اسباب ہمارے
شخص نے کچھہ گائیں میرے والد
طرف مشق لکھی ہے ؟ — نہیں -
گذرا کہ کچھہ لڑکے اِس میدان میں
وہاں کرکٹ کھیل رہے تھے -
دونوں اُردو کتابوں سے دیا ہے ؟
سے کچھہ ترجمہ کیا ہے — دُرگا اور
میں بہت چاہتے ہیں — وہ بڈھا
ہے — اِن غریب آدمیوں سے بہت
بُرے ہو گئے ہیں — کیا اِس بوتل
ہو ؟ — نہیں — اِس میں صرف اِتن
کافی ہو جائے *

# CHAPTER XVI.

Conjunctions continued.—(Either or neither, too, as well, as well as).

RULE LXIV.—Put *either* or *neither*,* for emphasis, (*See* Rule LXII and LXIII) before two Nominatives, Objectives Verbs, Adverbs, Adjectives, or Prepositions, joined by *or* or *nor* —

EX.—*Either* you *or* he is wrong
They have been writing *either* letters *or* exercises
You *either* broke *or* cut my kite string
His coat was *either* blue *or* purple
Mohan broke the window *either* wilfully *or* accidentally
I was standing at the time, *either* at *or* near the gate
*Neither* you *nor* I am right *Neither of* us is right
They have been writing *neither* letters *nor* exercises
I *neither* broke *nor* cut your kite string †
His clothes were *neither* new *nor* good
I spoke to him *neither* loud *nor* angrily
I was standing at the time *neither* at *nor* near the gate

RULE LXV —*Either* and *neither* (like *both*, in Rule LXI) may be placed with *of* before a *single* Nominative ‡ or Objective in the Plural, and like *both*, in Rule LX, they refer to *two* things only

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* Observe that although *or* may be used without *either*, *nor* cannot be used without neither

† Sentences in which *neither* qualifies any other than the Nominatives, may be rendered thus —"I did *not either* cut *or* break your kite string"

‡ The use of *either of* before a *Nominative* is not common in *Simple* sentences, except when *not* is present The usage is, to put *one or other*, or *one or the other*, in place of *either*, according as one of *many*, or one of two, is refered to —

EX —*One or other* of the dogs of that village has bitten my child
*One or the other* of your dogs has upset my flower pots

house

Some animals eat, *as well as* kill, other animals

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* Observe that, although *both* may be used without being followed by *of* (*See* Rule LX,) yet that *either* and *neither* must always be followed by *of*, when used with a *single* Noun That is to say, *of* must always be used when *or* or *nor* is not present

† When these emphasize a Nominative or an Objective, they may be placed last in the sentence —

Ex —My father is dead, *and* my mother *too* (or *as well* )

He invited me to his house, *and* him *too* (or *as well* )

Observe, that *commas* are used here, because the sentences are *contracted Compound* Sentences

‡ Observe, that when *as well*, *as well as* or *too*, are substituted for *and* between two Subjects of the same Verb, the Verb is to be in *the Singular*. Compare with Rule VIII

§ "*In front* of the house" means, *before* the house, but not *on* the building "*On the front* of the house" means, *on* the face of the building *Behind*, is the Antonym of *in front of* *At the back of*, and *on the back of*, are the Antonyms of *in the front of*, and *at the front of* respectively,

## EXERCISE XVI

A.—Translate into Urdu —

My brother *and* I were ill last week * I *and* my brother *as well*, was* ill last week. Durga is writing quickly, *and* well *too*. Durga writes *both* quickly *and* well That boy, *and* his friend *too* is too old for the fifth class We have *neither* eaten nor drunk anything since the day before yesterday That boy *and* his friend are too old for the fifth class Did not *either* the gardener *or* his coolie come just now for some flower seeds? No *one or the other* of them brought some vegetable seeds I walked across that field *as well as* round it The carpenter *and* the sawyer are *both* sleeping in the shadow of that wall Some of the boys of *both of* those classes were talking, *and* laughing too, in the middle of the lesson Do you eat fruit, *and* sweetmeats *as well*, at your morning meal? No, we eat *only* sweetmeats at our morning meal

Did *only*† *Durga* strike you? No, Shankar struck me *as well* Did Durga *only strike* you? No, he abused, *as well as* struck me Did Durga strike *only you*? No, he struck Mohan *as well*.

Does any one here‡ want any pens *or* pencils? No, no one here wants *either* pens or pencils My friend, *as well as* myself, was sitting under that very § tree Is there no water

* *Last year, last month, last week, yesterday, last night, this morning, today*| NOW, *to day, to night, to-morrow morning, to morrow, next week, next month, next year* The preceding are some of the Adverbs of Time arranged in chronological order, proceeding from the *remote* Past, through the Present to the *remote* Future Those *preceding* NOW are used with a Past Tense Those *following* NOW are used with a Future Tense When used with Verbs which indicate *continuous action*, these Adverbs indicate partly indefinite *Spaces of Time* When used with Verbs which indicate *instantaneous action*, these Adverbs indicate partly indefinite *Point of Time*

† Observe that "only" is sometimes an Adjective

‡ "Here" and "there" when used as Adjectives, *follow* the Nouns they qualify

§ The adverb "very" may be placed, as an Adjective, *after* a Demonstrative Pronoun, in order to emphasize it.

not learn Algebra, *as well as* Arithmetic, at that school? No, we learned only Arithmetic. Were not the boys playing with kites *as well as* with balls? Yes, they were playing *both* with kites *and* with balls He has selected *both of* these valuable books for himself The soldier has made his sword bright *as well as* sharp *Neither* cats *nor* dogs eat fruit I *both* multiplied *and* divided this fraction by five and seven-eighths. I did not see *either of* your brothers at the fair. I saw *neither of* your brothers at the fair They were talking fast, *and* loud *too* He struck me on the* arms and legs *as well as* on the* back Is there no ink *in either of* these bottles? Yes there is a† little in one of them. We went *both* to Delhi *and* to Meerut during the holidays This brown velvet coat of mine is *neither* old *nor* new Are not you *and* your cousins *too* living with your relatives? No, we are living by ourselves *One or other* of these boys has upset *both of* my inkstands *One or the other* of these boys has spilt some ink upon this sheet of letter paper I have seen the Taj at Agra *and* the Jumna Masjid at Delhi *too* I *too*‡ have seen *both* the Taj at Agra, *and* the Jumna Masjid at Delhi *Each of* the women was carrying a basket of flowers with§ *both* hands. *Both of* the women were carrying a basket of flowers in§ *each* hand. Have you written *either* to your

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* Observe in the following sentences, that when the *thing* which is possessed and which is governed by the Preposition is part of the *thing* which is the OBJECT of the Verb, "the" is substituted for the Possessive Pronouns —

> EX —He carried *a gun* on *his shoulder*
> He carried *me* on *his shoulder*
> He struck *me* on *the* (*i e*, my) shoulder.

When the Verb is Neuter, or Intransitive or Passive, "the" is substituted for the Possessive Pronoun when the *thing* possessed is part of the *thing* which is the SUBJECT of the Verb —

> EX.—*He* is lame of *the* (*i e*, his) left leg
> *You* look thin in *the* (*i e*, your) face
> *This tub* leaks at *the* (*i e*, its) bottom
> *The matter* has been proved to *the* (*i e*, its) bottom

† "A little" *i e*, small quantity

‡ "Too" here connects (with emphasis) *in idea* only, not *grammatically*, the Nominative of this sentence with the Nominative of the previous sentence

§ Observe the Prepositions governing "hands"

" I have written *neither*

کیا تم نقشہ کشي اور حاکہ
اِن درنوں میں مشق کرتے ھے
حود تم کو بھي سمجھا دي ھے
بیاں کیا ھے اِسے تم سمجھے ؟ —
فقط اِس کاعد کے تحتہ کے اِدُ
دونوں طرف لکھا ھے — کیا تمھ
مینے اسکی مصیبت کا حال
مصیبت کا حال کچھہ بھي نہ
کے درحت کے نیچے میرا کُتا اور
میرے کُتے کے دونوں بلے کھوئے
کسي میں کچھہ لوھے کے قلم
کچھہ پر کے قلم ھیں — میر
میں سے کسي نے میرا قلمتراش
صرف ڈگا کے کتے نے تمھ
مجھے کاٹا — کیا ڈرگا کے کُتے نے فقط تمھیں کاٹا ؟ — نہیں — اِس نے مجھے
کاٹا بھي اور کھروتے بھي مارے — کیا ڈرگا کے کُتے نے فقط تمھیں کو کاٹا ؟ —
نہیں اوس نے میا اور مجھے دونوں کو کاٹا — کیا تمہارا باپ اپنے علاقہ میں روئي
اور نیل کي بہت کاشت کرتا ھے ؟ — نہیں — وہ فقط نیل کا کاشت کرتا ھے —
میرے دونوں دوستوں کے بعض حدمتگار دریا کے کنارے باغ میں ناچتے اور گاتے
ہوئے تھے — باغباں اور اِس کا مزدور دونوں میرے اِس باغ میں آج کام کر رھے
تھے — میں نے اِسے اندر ڈاکخانے کے اندر اور اُس کے قریب دیکھا ھے — کیا اِس وقت
تمنے باغباں یا اوسکے مددگار کو یہاں ککڑي کے بیج لینے کو بھیجا تھا ؟ —
نہیں میں نے کسي نہ کسي شخص کو تمہارے پاس ایک پھولوں کے درحت کي بابد
اور کچھہ شلجم کے بیج لینے کو بھیجا تھا — کیا یہہ شخص اور اِس کا بیٹا بھي
ایسا ضعیف ھے کہ اس قدر مشقت نکرسکے ؟ — ہاں وہ دونوں ایسے کمزور ھیں کہ
اِسقدر محنت نہ کر سکینگے — اِس مہینہ کے آخر سے نہ تو ھمنے اوسے دیکھا ھے اور

نہ کچھہ اوسکي حبر سُني هے — کل شام کو مینے اور میرے ایک بھائي نے چاند گرهن دیکھا — مرهں حوبصورتي اور چالاکي کے ساتھہ گھوڑے پر چڑھتا هے — میں هفتہ گذشتہ مین بیمار تھا اور میرا بھائي بھي علیل تھا — اوس نے مجھے کچھہ سقالو دیئے اور کچھہ روپیہ دیئے — نہ کل رات کو اور نہ پرسوں شب کو میں اچھي طرح سویا — اِسوقت نہ تو هم کچھہ کام کرتے هیں اور نہ کھیلتے هیں — هم مدرسے کے چپراسي کے منتظر هین کہ وہ ایک صندوق ڈور اور کنکوے کا لاتا هوگا — کیا قریب کے کھیت مین کچھہ بکریاں چر رهي هیں ؟ — هاں وہ چر رهي هین — افریقہ کے بعض حصوں کے وحشي باشندے درحتوں کي ٹہنیوں میں مکاں بناتے هیں — یہہ لوگ بیمار هیں اور عریب بھي هیں — دُرگا نے منا کي پیٹھہ اور گھٹنے پر ایک موٹي لکڑي ماري — بعض آدمي دماغ اور هاتھہ دونوں سے محنت کرتے هیں — بعض لوگ فقط هاتھہ سے کام کرتے هیں — گونگے آدمي آپس میں اور اوروں کے ساتھہ اِشارے سے کلام کرتے هیں — هم مدرسے کے وقت کے بیشتر اور اِس کے بعد اور عین مدرسے کے وقت پر بھي مطالعہ کرتے هیں — کیا کُتب خانہ کے داروعہ نے کچھہ کتابیں اور کچھہ کاغد تمھارے دونوں بھائیوں کو نہیں بھیجا ؟ — نہین اوس نے کسي کو کتابیں تو نہیں بھیجیں — هاں آدھا دستہ چٹھي کے کاغد کا ایک کو بھیجا هے — هم شام کو کھانا کھاکر همیشہ احبار پڑھا کرتے هیں — اِن دونوں شکلوں میں سے کسي کا عمل صحیح نہیں هے — اون میں سے ایک کے حواب میں کسر علط هے — دونوں عملي شکلیں بہت حراب لکھي هین — اِنھیں علطیوں کو مںں نے سابق مین صحیح کیا تھا — تم دونوں میري اِصلاحوں کو بالکل بھول گئے — کسي نہ کسي نے میرے دونوں قلم، میز مںں سے نکال لیئے هیں — کسي نے تمھارا کوئي قلم نہیں لیا هے — دُرگا کے باورچي کے دونوں بیٹے اپنے باپ کي مدد کر رهے هیں — یہہ سخي لوگ اِن دونوں گاؤں کے نہایت عریب اور ضعیف باشندوں کو روٹي کپڑا دیتے هین — کیا تم جعرافیہ و نیز نقشہ کشي نہیں سیکھتے هو ؟ — جي هاں — هم دونوں باتیں سیکھتے هیں — کیا مدرسہ کے سامنے کچھہ لڑکے کنکوا نہین اوڑا رهے تھے اور گیند نہیں کھیل رهے تھے ؟ — نہیں — وهاں تو کوئي لڑکا بھي نہیں کھیلتا تھا — کیا تمھارے پاس کچھہ روشنائي هے ؟ — نہین میرے پاس ذرا سي بھي نہیں هے — اِسنے اِن دواتوں میں کچھہ بھي روشنائي ڈالي هے ؟ — نہیں اِسنے کسي دوات میں ذرا بھي نہیں ڈالي — سرد مُلکوں کے لوگ کپڑے کے عیوض پوستیں پہنتے هیں — گرم مُلکوں کے لوگ پوستیں مطلق نہیں پہنتے — اِس لڑکے نے دوسرے لڑکے کي گُدي پر لکڑي ماري هے — کیا اِس حلوائي کي دوکاں

میں کچھہ روپیہ ھے؟ — نہیں — کچھہ نہیں — ھاں کچھہ روپیہ تو ھے مگر تھوڑا سا ھے — واہ بہت سا ھے — کیا ھفتہ گذشتہ میں اوسکی دکاں میں کچھہ روپیہ تھا؟ — ھاں جب تو کچھہ تھا — مگر اب کچھہ بھي نہیں ھے — اسنے تین دن سے کچھہ شہد نہیں بیچا ھے — اب تو لوگ شہد لینے کو اوسکی دوکاں پر نہیں جاتے — کل پولیس والوں نے دُرگا کے باپ کے گُم شدہ زیور کي تلاش اس قصبہ کے ھر جوھري کي دوکاں میں کي — اونھوں نے کسي دوکاں میں مال مسروقہ نہیں پایا — ھاں ایک چھوتے لڑکے نے اپنے باپ کے ایک کھیت میں کسي پتھر کے پیچھے کچھہ گُم شدہ زیور پائے ھیں — کسي شخص نے چوروںکا نام پولیس والوں کو بتا دیا — اھل پولیس نے ھر ایک چور کو پکڑ لیا اور اونکے شرکا کو بھي گرفتار کر لیا — اون میں سے بعض اب جیلخانہ میں ھیں — دُرگا کے باپ کو زیور گُم شدہ کا ھر ایک عدد پھر مل گیا — کیا جُملہاے مذکورہ بالا میں سے تم ھر ایک جملہ کا مطلب سمجھہ گئے — ھاں — ھم ھر جملے کا مطلب سمجھے — ھم نے اونہیں ھوشیاري سے پڑھا اور ترکیب کي اور ترجمہ کیا *

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# CHAPTER XVII.

**Interrogative Pronouns, (who, which and what) Rules for forming questions, Rules for forming replies ***

RULE LXVIII.—An Interrogative Pronoun always stands first in the simple sentence to which it belongs :—

Ex —(*See the Examples and the Exercise* )

RULE LXIX —*Which*, *what* and *where* are followed by Nouns either expressed or understood —

Ex —(*See the Examples and the Exercise* )

RULE LXX —Use *which* to ask a question as to the individuality of one or more *persons* or *things*, the group or class to which they belong being *known* —

Ex —*Which* books do you want?
*Which* (boy) is your cousin?
By *which* train did you arrive?†

RULE LXXI —Use *what* to ask a question as to the individuality of one or more things only, the group or class to which they belong being *unknown* :—

Ex.—*What* (thing) did you say?
*What* books do you want?
About *what* are they talking?

RULE LXXII —Use *which* followed by *of* and a *Plural* Noun to ask a question as to the individuality of one or more *persons* or *things*, the group or class to which they belong being not merely *known* but also *present* or already *stated*, or already *referred to* —

* Form questions and replies on the Models of the Examples to the Rule in this Chapter

† "*Which train* did you arrive *by*?" and "*What* are they talking *about*?" are colloquial and Common forms, but are ungrammatical *See* Rule XIII The Preposition is thus displaced in order that Rule LXVIII may be followed

(a) That (b) That horse (or one) (c) That horse (or one) has (d) That horse (or one) has kicked him.

*What* is this?
*What* stung you?

(a) An inkstand (b) This (or it) is an inkstand
(a) A wasp (b) A wasp did ‡ (c) A wasp stung me

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* The replies in these Examples are arranged in the order of their commonness of use

† A Pronoun Nominative by itself, is not often used as an answer

‡ Observe that when an Interrogative word refers to a *Nominative*, the Verb if Active, and in the Simple Present or Simple Past Tense, is replaced by *to do* In such instances the Objective case is omitted. The general rule is, to use in a reply *the Auxiliary only* of the Emphatic Form of *to do*

Observe also, that, under other circumstances, the *form* of the tense of the rest of the reply corresponds with that of the question

RULE LXXIV.—When *whom*, or *whose* qualifying an object, or *which* or *what* as an object, is used, put the Nominative after the Auxiliary, as in Rule XLI, Part I.—

EX.—*Whom* did he tell?

(*a*) Ratan (*b*) He told Ratan (or him)
*Whose* maps have you borrowed?

(*a*) Rohan's. (*b*) Rohan's maps (*c*) I have borrowed Rohan's (*d*) I have borrowed Rohan's maps
*Which* maps did he lend you?

(*a*) His old ones (or, maps) (*b*) He lent me his old ones, (or, maps)
*What* was he giving you?

(*a*) Some fruit. (*b*) He was giving me some fruit.

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## EXERCISE XVII

**A.—Translate into Urdu —**

*Who* woke you this morning? The Chaukidar did. *Whom* has this man robbed? One of my friends. A friend of mine.

*What* has he stolen from one of your friends? He has stolen from him some jewelry, a quantity of clothes, a number of books, a pair of spectacles, and a set* of ivory chessmen.

*From whom* did you receive information of this robbery? From my friend himself *What* subjects do you study by yourself? We study History by ourselves and Mathematics with our teacher *Of what* are you thinking? I am thinking of my chances of success at the next examination *What* has that old man been talking to you *about*? About the death of the wife of his only son † *Which* of the boys of this class

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* "A set" is applied to a group of articles or things all used for the same general purpose, and in connection with one another, such as, "a set of carpenter's tools," 'a set of cooking utensils," "a set of rooms," &c

† "Only son's wife" although grammatical (See Rule XXIV) is ambiguous

reading none of your books. *At whose* request did you write this letter? At the request of a friend of mine. *In which* of the corners of the room did you put your umbrella? In the corner between the two doors. *Who* brings your little brother to school every day? I do. I myself do. My little brother comes to school by himself. *Whose* house, besides yours, is standing beside the well? My brother-in-law's. *Whom*, as well as yourselves, do the Pandits of your school instruct in Sanskrit? They teach Sanskrit to the boys of some other schools. *Of whom* are you speaking? Of a little school-fellow of yours. *Which* boys besides yourself* understood my explanation? Only the first three boys of the class. *What* books have you bought? These table-books and this dictionary. *Which of* the tables were your books lying on? On the table at the far end of the room. *What* are you looking *for*? For my lost ball. *At what* hour do you get up? † I get up at this season at six o'clock every morning. *What* are you lying *on*? A tiger ‡ skin. *Who*, besides him, have been drawing maps to-day? We have. *Whose* dogs were barking all night? Mine and my neighbour's. *Whom* as well as yourself does the Maulvi teach? He teaches a friend of one of my class-mates as well as myself. *About whom* are those boys talking? About one of your relations, and about yourself as well. *Which* of the new houses in the middle of the city did your uncle build? He built the two near§ the Tahsili School, and the one next§ to the hospital. *What* are you thinking *about* now? I am thinking about this difficult problem. *What* were you thinking *about* just now? I was thinking about the reason for

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* "Yourself" is frequently used for you, to prevent the singular Pronoun being mistaken for the Plural.

† "To get up" i. e., to rise from bed after a night's rest. The various uses of the Verb to get should be studied.

‡ Certain Nouns *in very frequent use such as tiger skin, sheep skin, horse shoe*, &c., come under Rule XXVII instead of under Rule XXIV, *when the thing possessed is detached from the animate possessor.*

§ The Preposition is omitted after only the Positive Degree of "near."

هون — اِن عمدہ مکانات میں سے انھوں نے کونسا مکان اپنے صاحبزادے کے واسطے منتخب کیا ھے ؟ — ایک مکان تمھارے گھر کے قریب اور ایک میرے مکان کے پاس — پولس والے شہر کے گرد کس کي تحقیقات کر رھے ھین ؟ — وہ ایک مدراس کے مسافر کي تحقیقات کر رھے ھیں — صاحب مجسٹریت کے باغ میں کس نے تم میں سے وہ چشمہ دیکھا ؟ — اِسوقت تک تو کسي نے بھي وہ چشمہ نہیں دیکھا ھے — یہہ کسکے کتے ھیں ؟ — باغبانکے *

( ۲ ) علاوہ اِس نقشہ کے اور کس نقشہ کي نقل اِس دفعہ لڑکوں نے کي ھے ؟ — اُنھوں نے اِس ضلع کے نقشہ کي نقل کي ھے — یہہ کون شخص ھے ؟ — یہہ میرا ایک دوست ھے — یہہ درست تمھارا کون ھے ؟ — یہہ کسي نہ کسي سوداگر کے یہاں افسر محرر یا میر منشي ھے — آج صبح کو کے بجے تم گھر سے چلے تھے ؟ — ھم آدھہ گھنٹہ بعد از طلوع آفتاب مکان سے چلے تھے — تم میں سے کون صبح کو پہلے اوٹھا ؟ — پہلے میں اوٹھا — یہاں تم کس کے منتظر ھو ؟ — میں یہاں اپنے نوکر کا بازار سے واپس آنے کا منتظر ھوں — اِن میں سے کونسي کتاب تمھاري ھے ؟ — دو کتابیں جو قطار کے داھنے طرف ھیں وہ میري ھیں — اِن انگریزي کتابوں میں سے تمھیں کونسي کتاب درکار ھے ؟ — جو کتاب حرف تعریف و تنکیر کے باب میں ھے اور جس کتاب میں فعل کا بیان ھے — سواے انگریزي کتاب کے اور کونسي کتاب تم چاھتے ھو ؟ — میں کسي انگریزي جغرافیہ کا اُردو ترجمہ چاھتا ھوں — لو یہہ بہت عمدہ ترجمہ ایک انگریزي جغرافیہ کا ھے — اِس کتاب کي کیا قیمت ھے ؟ — ایک روپیہ — یہہ کتابین تم نے کس سے خریدي ھین ؟ — ایک کتب فروش سے جو ھماري گلي میں رھتا ھے *

( ۳ ) تمھارے گھوڑے کے سواے اور یہہ کسکا گھوڑا آدھہ گھنٹہ سے پھاٹک پر کھڑا ھے ؟ — میرے بھائي کا ھے — کل سہ پہر کو تم کسکے ساتھہ مدرسے سے گھر گئے تھے ؟ — میں شنکر اور اوسکے دو بھائیوں کے ساتھہ گھر گیا تھا — آج سہ پہر کو شنکر اور اوسکے دو بھائي گھر گئے — تین دن ھوئے کہ دُرگا اور اوسکے دو بھائي ساتھہ گھر گئے — تعطیل گذشتہ میں آپنے کس کے مکان پر قیام کیا تھا ؟ — اِسکے قریب گاؤں میاں روھن کے مکان پر — اِس الماري کے کس خانہ میں وہ لغت کي کتاب ھے ؟ — بیچ کے خانہ میں — مدرس کي میز پر سے دوات کون لیگیا ھے ؟ — ملازمین مدرسہ میں سے کوئي نہ کوئي لیگیا ھے — اِس درس کے کمرے مین کون غل کر رھا ھے ؟ — سوھن اور کچھہ اور لڑکے — اِس قریب کے کمرے مین تم کس کا غل شن رھے

هو؟ — میں لڑکوں کے کھیلنے
جگایا؟ — باغباں نے *

(۴) صبح کر سوهن کس
کس کا زیور چرایا؟ — ایک مسـ
متھرا جاتے هوئے اِس مسافر کا
شخص نے اِس مسافر کا کیا چُورا
جاتے رهے؟ — کچھه زمرد — تیر
کے جاتے رهے هیں — کیا یهه جواهـ
جواهرات اسکے آقا کے تھے اور که
جبر پولیس والوں دو کسنے کي؟ -
نے چوروں سے پھیر لیئے؟ — او
وہ لڑکا کوں سے مضامین کا آپ
ریاضي اوسے کوں پڑھاتا هے؟ —
تمام نئے اوزار کوں خریدنا چاهتا

(۵) اوس بُڈھے آدمي
باغیچه کے پکّته میووُں کا ذکر
کیا میوہ هے؟ — آنبه — امرود —
کیا بهاؤ بیچتا هے؟ — دس آنے کے بارہ بیچتا هے — وہ بهت عمدہ انگوروں کي
کیا قیمت مانگتا هے؟ — ڈھائي روپیه سیر دیتا هے — کل تمهارے گاؤں میں کوں
مر گیا؟ — اس بُڈھے ملاح کا اکلوتا بیٹا — وہ نو جواں کس بیماري سے مرا؟—
چیچک سے مرا — اِس میز پر کونسي کتابیں تمهاري هیں؟ — یهه درپوں نئي
کتابیں — باقي کس کي کتابیں هیں؟ — دُرگا اور موهن کي هیں — چور کس
دیوار پر چڑھکر آئے تھے؟ — اِس مکاں کے پیچھے کي دیوار پر سے — تمنے کسے
پکارا؟ — میں نے چوکیدار کو پکارا — تم کسکو بُلا رهے هو؟ — اوس شخص
کو جو پھاٹک پر کھڑا هے — ڈاک خانه سے گھر آتے هوئے تم نے کسے آواز دي؟ —
میں نے موهن کو اوس کے چچا کے گھر سے بُلایا — تعطیل گذشته میں تمنے
کس سے ملاقات کي؟ — میں نے پهلے اپنے اوستاد اور پھر کچھه دوستوں سے ملاقات
کي — گھر جاتے هوئے تم کس کے مکاں پر گئے تھے؟ — میں شنکر کے مکاں پر
گیا تھا *

( ۶ ) اوسنے کس ہاتھہ سے تمھیں مارا ؟ — اوسنے مجھے دونوں ہاتھوں سے مارا — اوسکے ایک ہاتھہ میں کیا تھا ؟ اوسکے کسي ہاتھہ میں کچھہ نہ تھا — سواے تمھارے اوسنے کسي اور کو بھي مارا ؟ — ہاں اوسنے روھن اور سوھن کو بھي مارا — ۳۷ کس عدد کا پانچواں حصہ ہے ؟ — ۳۷ - ۱۸۵ کا پانچواں حصہ ہے — چور کس راستے سے بھاگا ؟ — وہ میرے باغیچہ سے ہوکر صاحب مجسٹریٹ کے باغ میں گھس گیا — تھوڑے عرصہ سے تم کیا پڑھہ رہے ہو ؟ — اورنگ زیب کے زمانہ کي تاریخ دیکھہ رہا ہوں — اب کیا مطالعہ کرتے ہو ؟ — اب ہم متعلق اقسام حرف عطف کے استعمال کے قاعدے یاد کر رہے ہیں — اس وقت کسکا آدمی ڈاکخانہ جاتا ہے ؟ — میرا آدمي جاتا ہے — کون تمھارے ساتھہ ان کمیٹوں سے ہوکر گھر جاتا ہے ؟ — یہہ بڑا لڑکا جاتا ہے — صبح کو مدرسے میں کون لوگ آتے ہیں ؟ — صاحب مجسٹریٹ — صاحب جج — ڈاکٹر صاحب اور ڈپٹي کلکٹر صاحب — وہ کس درخت کے پیچھے چھپا ؟ — ایک بڑے آم کے درخت کے پیچھے — کس درخت کے پیچھے وہ چھپا ؟ — اس باغ کے جنوب کي طرف بیچو بیچ کے بڑے نیم کے درخت کے آڑ میں چھپا — اس مقدمے کا حال تم کیا جانتے ہو ؟ — میں تو اوسکا کچھہ حال نہیں جانتا ہوں — اسکا حال تم سے کس نے کہا ؟ — کسي نے بھي کچھہ حال اسکا مجھہ سے نہیں کہا *

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# CHAPTER XVIII.

**The Emphatic Adverb *own* The Impersonal Pronoun *it* The two Possessive Forms of *it***

RULE LXXV —Put *own* after the Possessive Case of a Noun or after a Personal Pronoun, to emphasize the Possessor —

**Ex** —This letter is in *Durga's own* hand-writing
He wrote this letter with *his own* hand
They have not been using *their own* books

RULE LXXVI —Use *it** as Nominative to the Verb "to be," in place of the Noun *day*, *night* and *weather*, and in the place of *wind*, with the Verb "to blow" —

**Ex** —*It* (i e, this day) is a fine day
Is *it* (i e, the night) not dark to night?
*It* (i e, the present weather, or the day) is very cool
*It* blew hard last night

RULE LXXVII —Use *it* as the only Nominative to the following Verbs, "to rain," "to snow," "to hail," "to thunder," "to lighten," "to freeze," "to thaw" —

**Ex** —*It* has not rained for some† days
*It* snowed in the night ‡
*It* has been hailing this afternoon
*It* was thundering and lightning all night
*It* froze hard this morning
*It* has been thawing since sunrise

RULE LXXVIII —Use *it* as Nominative to the following Verbs when referring to the weather, "to look," "to feel," "to blow," "to pour" —

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* Compare these rules for the use of *it* with those given in Chapter XXIII

† *Some* here has no relation with *any*, as in Rules LIV, LV

‡ The phrase "in the night" refers to the night just past. "On the night" refers to a night some time past, and requires to be followed by a qualifying sentence or phrase

Ex.—*It* looked cloudy last evening
*It* feels warm to day.

Rule LXXIX.—Put "it" in the place of the Nominative, and put the Nominative itself after the Verb, "to be," when the Nominative is a *Phrase* expressing *Time* or *Distance**.—

Ex.—*It* is *time for school*
*It* is *now five and twenty minutes past three*
*It* is not far *from my house to yours*
*It* is three years *since I left school*†

Rule LXXX.—The rules for the use of *its* and *their*, *of it* and *of them*, are as follow. (See Rules XXIV, XXVII).—

(*a*) Use *its*, or *their*, to stand for *animate* objects.—

(*b*) Use *of it*, or *of them*, to stand for *inanimate* objects.—but (*c*) Use *its*, or *their*, if the (*inanimate*) Noun which the Pronoun stands for, *nearly*‡ precedes the Pronoun *in the same clause*.—

Ex.—Who are these *people*? (*a*) I do not know *their* names
What do you call these *things*? (*b*) I do not know the names *of them*

(*a*) Here is a *mystery*. Let us get to the bottom *of it*
(*b*) *This box* has a hole in the lid *of it*
(*c*) *This box* has lost *its lid*
(*b*) *That word* is wrong. Put this word in the place *of it*
(*c*) Put *this book* in *its place*
(*b*) *That box* has another box by the side *of it*
(*c*) *This box* is lying on *its* side.

## EXERCISE XVIII.

**A.—Translate into Urdu.—**

He always put his books away in the cupboard with his *own* hands. Is *it* not too early for school? No the school

* See Rule XLVIII

† See Rule XXIX

‡ Observe, that in Examples (*a*) and (*b*) the Noun *remotely* precedes the Pronoun, either in the same clause or sentence, or in a preceding one.

In applying (*c*) to some *Interrogative* sentences, read "follows" for "precedes."

Ex.—Upon which of its sides does *the box* now stand?

explained to you before now the different uses of the Adjectives "some" and "any" Is *it* raining now? No, *it* is not. *It* is quite fine now Did *it* not hail yesterday? What o'clock is *it*? *It* is a little past eleven Is *it* long † since your father's death? No, he died only lately* Has he not quarrelled with his *own* friends about money matters? Yes, he has *It* is a fine day for our journey across the hills to our grandfather's village This boy has cut his hand with his *own* penknife Has it stopped raining yet? No, *it* has not Did you send your *own* servant or mine to the stationer's for some ink? I sent neither of them Is *it* not too wet to-day for a walk across the fields? Yes, *it* certainly is Was *it* not raining

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* The adverb "enough" must always be followed by "for" and its case, or by an Infinitive Mood, see Chapter XXIV The same Rule applies to the Adverb "too" See Rule XXXVII, (note) and Rule CXVI

† "Long," *i e*, a long time"

hard then? *It* is a long distance from my house to the school. *It* is very windy to-day What is the meaning of* *this word*? I do not know the meaning of *it*. Were there any *soldiers* at all on the other side *of the river*? Yes, there was a large body *of them* on the other side *of it* What is wrong with your *desk*? There is a crack in the lid *of it* What were the boys of your class doing to-day during the Geography hour? They were writing out a description of all the towns of *the Ganges* from *its* source to *its* mouth The Magistrate has searched this matter to the bottom (*its* bottom) On which side of *the door* of the school hall is your desk? It is on the left hand side *of it*. In which of *her legs* is your bay mare lame? She is lame in none *of them*. She is not lame at all All four legs are sound Your monthly *income* is eighty-four rupees What is the source *of it*? *Its* source is *a legacy* from my late master.

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* *Of* does not always indicate *possession* Thus, we can say "a crowd *of soldiers*," and "the weapons *of soldiers*" We cannot, however, say *a* "*soldier's* crowd" although we can say, "*soldier's* weapon"

The Norman form of the possessive Case of Nouns may be used in three instances, (*a*) (*b*), (*c*) In only one of these instances (*c*) does the Norman Possessive form indicate actual *possession*

Class (*a*) not capable of conversion into Saxon form —

Ex —He made *a series of mistakes* Famine caused great *loss of life* in 1897 There was great *loss of life* in *the famine of* 1897 Class (*b*) capable of conversion into the Saxon form, but with a difference of meaning —

Ex —*The memory of my brother* is dear to me
*My brother's memory* is defective
*The loss of Durga* was a grief to his family
*Durga's loss* by this speculation exceeds mine

Class (*c*) capable of conversion into Saxon form, but without a difference of meaning —

Ex —Here are *the tools of the carpenter* (who was sent for to put a new spoke into the broken wheel of my uncle's dog-cart)
Here are the *carpenter's tools*

Observe, that of the two *synonymous* forms (*c*) the Saxon form is used in *plain prose* only, according to Rule XXIV, and that the Norman form is used according to Rules XXV, XXVII, or, in *other than plain prose*, or when the Possessor, is qualified by a following clause, as above

Observe, also that while *only one* of the above instances of the Norman form, (*c*) indicates *possession*, *all* the instances of the Saxon form indicate *possession*

Also, observe that in instances (*a*), (*b*), Abstract and proper Nouns only are concerned, while in (*c*) Common Nouns only are concerned

B —Translate into English .—

( ۱ ) کیا تم الماري میں همیشه اپنے هاتهه سے قفل لگاتے هو ؟ — نهیں — کبهي میرے عوض دفتري قفل لگا دیتا هے — کیا اب کهیلنے کو دیر نهیں هو گئي هے ؟ — نهیں — قبل غروب آفتاب کهیلنے کے واسطے بهت سا وقت هے — وه اپني کتابوں کے ساتهه اپنے بهائي کي کتابیں بهي اس الماري میں رکهتا هے — کیا هندوستان کے میدانوں میں کبهي برف پڑتي هے ؟ — نهیں — هندوستان میں فقط پهاڑوں پر برف پڑتي هے — اسکے اور میرے دونوں کے ماں باپ مر گئے هیں — آج کل کا موسم نیل کي فصل کے واسطے بهت خراب هے — کل شب کو هوا خوب چلي — تهوڑا عرصه گذرا که خود اِس کي اور اسکے بهائي کي کتابیں اِس میز پر رکهي تهیں — تهوڑے عرصه سے تند هوا مغرب کي جانب سے چل رهي هے — اِسوقت بڑي گرمي معلوم هوتي هے — ابهي جغرافیه کے سبق کا وقت نهیں آیا هے — اِسوقت گهڑي میں کیا بجا ؟ — گیاره بجے — کیا پرسوں مینهه زور سے برسا ؟ — هاں پرسوں مینهه شدت سے برسا — اب کیا وقت هے ؟ — دس بجکر قریب پچیس منٹ کے هوئے هیں — کیا کل اولے برسے تهے ؟ — هاں — اولے برسے — بادل گرجا اور بجلي چمکي — کیا اِسوقت کچهه گرمي نهیں هے ؟ — نهیں — اِسوقت تو ذرا بهي نهیں هے — وه اپني چهتري اور میري چهتري بهي لیگیا *

( ۲ ) کیا یهه تانگن خاص تمهارا مال هے ؟ — نهیں — یهه میرے ایک دوست کا هے — تم کسکي گاڑي پر کچهري جاتے هو ؟ — میں خاص اپني گاڑي پر جاتا هوں — آج زمین ایسي تر هے که باغ کي سیر ممکن نهیں — کیا زمین اِتني خشک هے که باغ کي سیر کر سکیں ؟ — هاں — اب تو زمین خوب خشک هے — بڑهئي نے اپنے ایک اوزار سے اپنا پاؤں کاٹ لیا — خود تمهارے دوست اس جرم کي تهمت تمهیں لگاتے هیں — هوا ایسي تیز چل رهي هے که اِتنے بڑے ٹکڑے کي ایسي باریک ڈور کاهے کو رهیگي — کیا بجا هے ؟ — قریب گیاره بجے هیں — کیا ڈاکخانه یهاں سے دور هے ؟ — نهیں — دور تو نهیں هے — کیا اِسوقت مینهه برستا هے ؟ — نهیں — اِسوقت تو آسمان بالکل صاف هے — خود دنیا کے دوست اوسکي عیب جوئي کرتے هیں — کیا آج کا دن بڑے باغ جانے کے واسطے اچها هے ؟ — هاں — اچها هے — کیا پاني برسنا موقوف هو گیا هے ؟ — نهیں — اب تک برس رها هے — دهلي سے کلکته تک سفر دور دراز هے — اس بزاز کے کوٹهے میں اِسقدر غل هونے کا کیا سبب هے ؟ — میں اِسکا سبب نهیں جانتا — دریا کے اِس طرف تو کچهه سپاهي بهي نه تهے — البته دریا کے اوس طرف اِنکا بڑا جمگهٹا تها *

# CHAPTER XIX.

**Nouns in Apposition Nominatives of address**

RULE LXXXI.—Two Nouns meaning the same person, or thing, or, a Noun and its explanatory phrase, may be used together as a Nominative or an Objective * Either of them may stand first† .—

Ex —He sent for Kullu, *the Chaprasi*
My brother, *the tenant of this house*, is not at home
I have paid this man, *my late servant*, his wages
Here‡ is *my friend*, Ratan, *the banker*

RULE LXXXII —In a question, a request, or an order the name or the designation, of the person addressed,§ be put either first or last‖ —

Ex —*Durga*, did you shut the door?
Are you ill, *Munna*?
*Daftri*, you have not ruled both sides of this sheet of paper

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* If this double Nominative or double Objective indicate a *possessor* (*i e*, is in the Possessive Case), put the first of the two into the Norman Possessive Form —

Ex —The son of Kullu, the Chaprasi, is waiting at the gate

† When a Noun and a Phrase, or a Simple Noun and a Compound Noun are used together, the Noun, or a Simple Noun, is put first

‡ "*Here* it is," "*there* it is," &c When it is required to emphasize the *Nominative* rather than *the place* of the Nominative, "here" and "there" are placed *first* (*See* Rule XXXVI, Part I)

§ The Nominative of Address need not be used at all, except to call attention

‖ The Nominative of Address be put *first*, the question or the order is more peremptory As the intention of using a Nominative of Address is, to attract the attention of the person spoken to it is more commonly placed *first* Since no such reason exists for placing it, first in a *reply*, it is placed *last*

by the teacher's order. *Rohan*, Kallu, *the Chaprasi*, has brought you some letters from the Post Office. Those boys are using their new Map of India, *Magistrate's gift Durga*, there is a man enquiring for your brother *Chaprasi*, did you take this parcel of books to the book-binder's?

In what line, *Sohan*, of the fifth page of this book, do you find an example of the use of the Preposition "except"? In the middle of the seventh line from the bottom, *Sir*. What is the matter with your brother, Mohan? He has cut his hand, *Sir*, with a broken inkstand. Kallu, *the Chaprasi*, was standing just now at the door of that house, *the one next to Durga's*.

Whose are these houses, *my lad*? These houses, *Sir*, belong* to my grand-father and to my uncle. They belonged formerly by Bhagwan Sahai, *the rich Delhi banker*.

*Behari Ratan Shanker's cousin* has obtained employment† in the Magistrate's office. I bought an excellent grey mare at the horse fair, yesterday, *Mohan*, from a Kabuli horse-dealer.

Have you tried your new mare yet, *Shankar*? Yes *Mohan*, I tried her last evening. She was very fast, quite quiet and a good jumper. What price did you give for her, *Shankar*? I gave two hundred and fifty rupees for her. You bought her cheap, *Shankar*. Yes, *Mohan*, indeed, I did. She is not at all dear for that price.

Do I not often help you, *Ratan*? No, *Sohan*, you seldom do. The Magistrate removed the slaughter-house compound, *a public nuisance*, from the middle of the city to the outside. Do you ever study your lessons during the holidays, *Durga*? Yes, *Munna*, I always do. If you please, *Sir*, some one or other has upset some ink over some of my books. *My dear*

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* The Neuter Verb "to be" and its modifications *appear, seem, resemble, feel, look, belong* and *cost*, *hear, see, find believe, consider, imagine &c.*, when used as modifications of "to be", *dare* when used as an Auxiliary Verb, need when used either as an Auxiliary, or as a Transitive Verb, are not used *Progressive* Present Tense. (See Rule XC)

† Native students frequently err in putting Articles before Abstract Nouns, (See Rule XXXI).

school Shankar, what is the matter? My own brother has struck me in the face with his fist, *Sir* Whose book is this? Have you been waiting here for a long time, *Durga*? Yes, *Mohan*, I arrived here a long time ago I have been waiting here since sunrise Is it raining still, *Durga*? Yes, *Sir*, it is *Durga*, and *Behari*, have you been studying the classification of conjunctions? Yes, *Sir*, we have These mischievous boys, *Sir*, have been making a great noise in the room next to ours If you please, *Sir*, have you written to the Calcutta book-sellers, for some books on English Composition for us? No, *Durga*, I have not written yet I have had no time lately for correspondence They were reading about the victory of Alexander *the Great* over Porus, *an Indian King*

*Ratan*, Shankar has often lent you one of his own horses No, *Mohan*, he has never lent me one of his own He has sometimes lent me one of his brother's horses. Rohan once lent me the horse of one of his brothers.

Did he hurt himself *Behari*, with his own cricket bat? Yes, *Sir*, he hit himself on the knee with it *Ratan* does your father know of your absence from school yesterday? Yes, he does *Sir* What were they doing, *Durga*? They were jumping over the desks and forms,* *Sir* We have been reading the life of Macaulay, *the compiler of the Indian Penal Code, the author of an excellent History of England*

You have been doing mischief, *Durga* No, *Sohan*, I have not I have been doing work I have been sitting here quietly with my books for the last three-quarters of an hour

I have explained to you before now, *my lads*, the difference between "some" and "any" I pass my friend, Behari *the jeweller*, every day on the road to the Treasury *Ratan*, you are not attending to my remarks Yes, I am, *Mohan*

* It is allowed to omit the Article from before the *second* of two Nouns which are so commonly associated as *desks* and *forms*, *pen* and *ink*, *needle* and *thread*, &c.

No, *Sir*, it is quite fine now
minutes

, at that picture, *the portrait*
'es, they were, *Sir Sohan*,
end to his teacher's remarks

ıan, *the Doctor*, *one of the*
*Committee*, arrived here very
ıy train from Aligarh with
on his way to Calcutta for a

—

( ۱ ) رتن — تمہارے باپ کے
بڑا شور و غل کرتے ہیں — نہیں — •
رکھتے ہیں فقط دنکو وہ دوڑتے اور پھرتے
بھی گئے ہو جہاں اورنگ زیب دفن
ہوں — میرا دوست روھن شنکر کا ۔
اِسکے دوستوں میں سے کسی نے اِسے نصاب
حضور یہہ نوجواں جو سابق میں مدر
کا اُمیدوار تے — کیوں موھن — اِس الماري میں رتن کون سي کتاب تلاش کر
رھا ھے ؟ — جناب — وہ اپني انگریزي لغت کي کتاب جو کہ بڑي موٹي ھے ڈھونڈھ
رھا ھے — کیوں موھن — تمہارے چھوٹے بھائي روھن کو کتابوں کا بستہ لینے کو
کسنے گھر بھیجا ھے ؟ — جناب — اونکے ماسٹر صاحب نے بھیجا ھے — کیا اِس
الماري کے پیچھے کے خانہ میں کتابوں کا بستہ نہیں رکھا ھے ؟ — جي ھاں — ایک
کتابوں کا بستہ وھاں رکھا ھے *

( ۲ ) جناب اِس لفظ کے کیا معني ھیں؟ — کیوں موھن — کیا دفتري نے
تمہارے کاغذ کے صفحہ پر تمہارے واسطے رول کیا ھے ؟ — جي نہیں — میں نے
خود اوسپر رول کیا ھے — موھن — میرا ایک بھائي لنگڑا ھے وہ مدرسے کبھي نہیں
آتا — میرے والد کا مقرر ایک بنارس کا پنڈت ھے اوسے پڑھاتا ھے — روھن —
میرا نوکر میا کچھہ پھول چند شفتالو اور کسي قدر ترکاري والد کے باغ سے تمہارے
گھر لیگیا ھے — کیوں میا — کونسي لغت کي کتاب اِن لڑکوں کے اِستعمال میں

هے ؟ — جناب نئی لغت کی کتاب اِنکے اِستعمال میں هے جو صاحب مجسٹریٹ نے مدرسہ کے نذر کی تھی — رگھو — تمھارا ایک نوکر تمھارے بھائی شنکر کا منتظر کھڑا هے — کیوں دوارکی — کیا تم خود یہہ پارسل کتابوں کا کتب فروش کی دوکان سے لائے هو ؟ — کیوں سوہن — تمھارا مدرسہ کسوقت کھلتا هے ؟ — جناب ساڑھے دس بجے کھلتا هے — اب کیا وقت هے؟ — حضور — سوا دس بجے هیں — موهن کیا بجا هے ؟ — ابھی گیارہ بجے هیں — کیوں شنکر — تمھارے Grammar کے کس صفحہ میں حروف ربط کی فہرست ترتیب وار لکھی هے ؟ — جناب — کتاب کے خاتمہ سے دو صفحہ پہلے یہہ فہرست لکھی هے *

( ۳ ) اِس مکان کے کرایہ دار بھگوان سہاے نے اڑھائی برس سے اوسکے مالک منوهر لال گوالا کو کرایہ نہیں دیا هے — کیوں بیٹا یہہ باغ کسکا هے ؟ — جناب — یہہ باغ میرے چچا رام سہاے روٹی والیکا هے — کئی برس سے یہہ اسکی ملکیت هے — بھاری — شنکر کے بڑے بھائی رتن نے آگرہ کے ایک انگریز دوکاندار کے یہاں ابھی حال میں نوکری پائی هے — وہ دوکاندار رتن کو کیا تنخواہ دیتا هے ؟ — وہ اٹھارہ روپیہ ماهواری اوسے دیتا هے — کیوں موهن — کیا تم آجتک علیل هو ؟ — جی هاں — میں آجتک بہت بیمار هوں — کیا یہہ لڑکے دوسرے سے بہت مشابہ نہیں هیں ؟ — جی هاں — مشابہ تو هیں — یہہ آپس میں بھائی بھی هیں — سوهن — یہہ صفحہ تمھارے سبق کا اور صفحوں سے بالکل مختلف معلوم هوتا هے — جی هاں — مختلف تو هے — کل کچھہ رات گئے میں نے اوسے بہت جلدی میں لکھا تھا — کیوں موهن — آج تمنے میلہ میں کوئی چیز خریدی هے ؟ — هاں رگھو — میں نے کچھہ کھلونے اپنی چھوٹی بہنوں کے لیئے خریدے هیں — کیوں رگھو — کیا تمنے کل خود کوئی چیز میلہ میں خریدی تھی ؟ — نہیں موهن میں نے تو کوئی چیز بھی نہیں خریدی — میرے پاس روپیہ نہ تھا — رتن اب تمھیں کچھہ روپیہ چاهیئے ؟ — هاں — موهن اپنے لئے اور اپنے بھائی کے واسطے کھیل کھیلنے اور مٹھائی خریدنے کے لیئے کچھہ روپیہ مجھے درکار هے *

( ۴ ) کیوں دُرگا اب تو آسمان صاف هے ؟ — جی نہیں — آجتک مینھہ برس رہا هے — جناب — یہہ سست لڑکے همارے دفعہ کے خواندگی کے وقت بڑا غل کرتے هیں — کیوں مولوی صاحب آپنے هماری دفعہ کے واسطے کاغذ اور قلم اور روشنائی کاغذ فروش سے منگائی هیں — نہیں — اِس قسم کے کام کے واسطے مجھے فرصت نہیں ملتی بلکہ تمام وقت میرا دفعہ کے کام میں صرف هوتا هے — وہ پورس ایک

هندوستان کے راجہ کے سکندر اعظم سے شکست کھانے کا حال پڑھ رہے هیں — شکر
کیا — رتن نے تمہارے گھوڑوں میں سے اندر ایک گھوڑا مانگ لیا هے ? — هاں
— سوهن نے — اوسنے اندر مانگ لیا هے — کون بیٹا — یهه ٹانگن کسکا هے ? —
جناب یهه ٹانگن سوهن کے بهائیوں میں سے کسکا هے — وه ٹانگن کسکا هے ? —
جناب — وه درگا کے ایک بهائي کے ٹانگنوں میں سے هے *

(۵) رتن کل ایک دوست کے مکان سے گهر جاتے وقت راه میں میں ایک
بہت قیمتي هیرے کي انگوٹهي پائي — کیوں سوهن — تمنے اوس انگوٹهي کے
مالک کو بهي دریافت کیا ? — نهیں رتن — میں اوسے محکمه پولس میں لیگیا
— صاحب مجسٹریٹ نے ایک اِشتہار اُسکے نسبت جاري کیا هے — تم خوش قسمت
هو — سوهن — گم شده مال کے مالک اوسکي تلاش کرنیوالوں کو اندر اِنعام دیتے
هیں — میں نے هیرے کي انگوٹهي کبهي نهیں پائي — کیوں سوهن اِس انگوٹهي
کي کیا قیمت هے ? — ظاهرا اوسکي قیمت قریب تین سو روپیه کے معلوم هوتي هے —
چند سال گذرے که میرے ایک چچا زاد بهائي نے ایسي هي ایک انگوٹهي خریدي
تهي — کیوں رتن — کبهي سوهن موهن کو مدد دیتا هے ? — نهیں — سوهن
تو اندر اوسے روکتا هے — کسي زمانه میں بوچڑ خانه جس سے عوام کو تکلیف
پهونچتي تهي اس خاص شهر میں واقع تها — صاحب مجسٹریٹ نے اوسے شهر کے
باهر ایک مقام پر منتقل کرا دیا — کیوں موهن — تم کون سي کتابیں مطالعه کے
وقت کے بعد شام کو تم گهر پر پڑها کرتے هو ? — انگریزي اخبارات اور ایک خاص
کسي عمده انگریزي قصه کي کتاب کا پڑها کرتا هوں — عمده انگریزي قصه کي
کتابیں پڑهنے سے تمهیں کیا حاصل هے ? — مجهے انگریزي محاورے معلوم هوتے هیں *

(۶) جناب والا — کوئي نه کوئي میري میز اوسکے مقام مناسب سے اوٹها
لیگیا هے — کیوں رتن کیا تمهارے درست موهن نے ابتک نوکري نهیں پائي ? —
جي هاں — اوسنے ابهي نوکري پائي هے — جناب — هم لفظ but حرف ربط اور
لفظ but حرف صفت فعل اور لفظ but حرف وصل اُن سب میں فرق جانتے
هیں چنانچه لفظ but حرف ربط کي مثال یهه هے — سب علاوه موهن کے اوس
دیوانے کُتے کو دیکهکر بهاگے — اوسکا فقط ایک بهائي دُرگا هے — بہت سے
بیوپاري مرد اور عورتیں اور لڑکے بیراگ جي سے گهر جاتے هوئے طلوع آفتاب سے
اون درختوں کے نیچے بیٹهے هوئے هیں — هاں شکر — وه عرصه سے وهاں
بیٹهے هوئے هیں — عرصه هوا که میں نے اوبهیں وهاں آتے دیکها تها —

کیوں موہن اِس خوبصورت ٹانگن کي کیا قیمت تمنے دي ھے ؟ — رتن ۱۳۵ روپیہ کو لیا ھے — یہہ ۲۰۰ کا مال ھے — ڈیڑہ برس کا عرصہ ھوا کہ کسي شخص نے اِسے اڑھائي سو روپیہ کو خریدا تھا — اوسي زمانہ میں میں نے ٹٹو اور ٹانگن اسي قیمت کو خریدے تھے — حساب والا اِس عبارت کا ترجمہ تو اِن لڑکوں کے واسطے بہت سہل ھے — میں نے اونہیں وہ عبارت ترجمہ کرنے کو دي ھے *

( ۷ ) کیوں رتن — کیا سوھن نے تمھارے جمعرات والے خط کا جواب اب تک نہیں لکھا ھے ؟ — ھاں شنکر — کچھہ دن گذرے کہ ایک بڑا خط اوس کے جواب میں میرے پاس پہونچا — نہیں شنکر — اب تک تو اوس کا کوئي جواب بھي مجھے نہیں ملا — حساب — یہہ غلطي آگے تو میں نے کبھي نہیں کي — واہ سوھن — تمنے اسپر یہہ غلطي کي ھے — کیوں حساب — مجھا طا کُتب خانہ یہہ کتابیں کس قیمت پر فروخت کرتا ھے ؟ — شنکر — وہ وہي کتاب چھہ آنے قیمت پر بیچتا ھے — اوسے وہي کتاب پانچ آنے کو پڑي ھے — یس وہي کتاب ایک آنہ اوسے فائدہ ھوا — میں نے یہہ کتاب ساڑھے پانچ آنے کو لي ھے — کیوں شنکر — ابھي نئي لغت کي قیمت سات روپیہ میرے واسطے لائے ھو ؟ — جي نہیں — میں نہیں لایا ھوں والد نے مجھے قیمت نہیں دي — شنکر — تمنے اونسے قیمت مانگي بھي تھي ؟ — جي ھاں مانگي تو تھي — مگر اونہوں نے فرمایا کہ اِسوقت تو میرے پاس روپیہ نہیں ھے — بیٹا تمھیں کیا ھوا ھے ؟ — حساب — کوئي مجھے مار رھا ھے — ڈاکٹر مرزا علي کا نوکر سوھن جو ھمارے گاؤں کا باشندہ ھے کل کچھہ رات گئے تمھارے ایک دوست رام لال کا پیام لیکر یہاں آیا *

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# CHAPTER XX.

*Interrogative Adverbs*.—(When, where, how, *and* why.)

RULE LXXXVI.—Put these Adverbs *first* in the sentence, and immediately *before* the Verbs they qualify:—

Ex.—*When** did he† break that window pane, (or, pane of glass)?
*Where* are they putting their pens and ink?
*How*‡ do you explain this?
*Why* have you not written to your father?

RULE LXXXVII.—(*a*) Replies to questions asked with "when," "where" must contain respectively Adverbs or Adverbial phrases (or clauses) *of Time* or *of Place*:—

Ex.—*When* did you arrive?
(*a*) *Yesterday*. (*b*) I arrived *yesterday*.§
*Where* did you write this?
(*a*) *At home*. (*b*) I wrote it *at home*.

(*b*) Replies to questions asked with "how" must contain Adverbs or Adverbial phrases (clauses *of Manner*‖, *of Degree*, *of Number*, *of Measure*, *of Quantity*):—

Ex.—*How* do you like your new house, Durga?
(*a*) Very much indeed. (*b*) I like my new house (or *it*) very much indeed.
*How* heavy is that load?
(*a*) *Not very* heavy. (*b*) It is not very heavy.
*How* many days has he been ill?
(*a*) *Four*. (*b*) *Four days*. (*c*) He has been ill *four* days.

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* *When* is not used as an Interrogative with the Progressive Present, the Perfect or the Progressive Perfect Tense. The other Interrogative Adverbs are used with *all* the Tenses which have as yet been referred to in these Exercises.

† Observe the Nominative. (*See* Rule XXXIX.)

‡ *How* beginning an Interrogative sentence, must not be confounded with *how*, beginning an explanatory sentence.

§ The full reply need only be used for *exactness* or for *emphasis*.

‖ This rule does not exclude the use of an Adverb of Degree, should the sentence require one.

*How* much ink have you?
(*a*) *Not* much * (*b*) I have much †

(*c*) "What——for" is frequently used (*colloquially*, but inelegantly,) instead of "why" —

Ex.—*What* did you do that *for*? i e, *Why* did you do that?

"What——for" i e, "for what," i e, "for what reason" i e, "why"

(*d*) The use of "what——for," is objectional, because it produces ambiguity thus —

Ex—*What* did you sell your horse *for*? i e,
*For what reason* did you sell your horse?
*What* did you sell your horse *for*? i e,
*For what sum* did you sell your horse?

(*e*) Replies to questions asked with "why," must contain phrases or sentences ‡ of *cause* or of *reason*, preceded by the Conjunction *because*, or *on account of* —

Ex—Rohan, *why* did§ you not buy that piebald pony of Ratan's?
(*a*) *On account of* his lameness (*b*) I did § not buy him, *on account of* his lameness
(*a*) *Because* he was lame (*b*) I did§ not buy him, *because* he was lame

## EXERCISE XX.

**A—Translate into Urdu.—**

*How* do you like your new house, Rohan? I do *not* like it *at all*, Mohan It is very far from my school It is too far from my school *When* did the carpenter arrive at your house with his tools and materials? He arrived there *shortly after daybreak*, Sir. *Where* have you and Mohan been living, Durga, during the past month? We have been living *in a*

* *Not much* is often used as an equivalent for *a little*
† In replies, *some*, *any*, *much*, *many*, *few*, &c., need not be followed by their Nouns, except when the reply is *full*
‡ When a *sentence* is thus used, the full reply is a *compound* sentence
§ Observe the agreement of the Tense in the question and in reply
Observe that *because* is used when the reason is given in the form of *sentence* and *on account of* is used when the reason is given in the form of a *prepositional phrase*, or *of a participial phrase*.

*distant village* *Why* have you not shown me your translation, Mohan? *Because* it is not ready yet, Sir Shankar, *how many* pages of paper did you fill with your parsing exercise? *Two and a half*, Sir *Why* is there no full stop after this word? *Because* it is not at the end of the sentence *Where* is Ratan? He is *in the garden*

*Where* is Durga? *Perhaps** he, too, is *in the garden* He is *perhaps*, *in the garden* He is, *in the garden*, *perhaps*

Rohan, where are Shankar and Behari? Behari is, *perhaps*, *in the garden*

*Where* is Mohan? He is either *in the garden*, or *in the house* *Where* is Sohan? He is neither *in the garden*, nor *in the house* *Where* is Sohan? He is neither *in the garden* nor *in the library*, nor *in any part of the school premises* Sir, *perhaps* he has gone home

*How* has Ratan, your sick brother, been sleeping this afternoon, Shankar? He has been sleeping *very soundly*, Sir *How* has he slept lately? *Very badly*, Sir *Where* does Ram Lal, the son of Sham Lal, the jeweller, live? *Near the house of Behari Lal, the book-binder*

*Why* are those boys making a great noise? *Because* there is a snake in the hedge between the school play-ground and Mohan's father's garden, Sir *Why* do not the boys call for the help of the gardener and his assistant? *Because* they are both absent, Sir *Why* have not the boys themselves driven away the snake? *Because* they are afraid of snakes, Sir

Sohan, *why* were you laughing just now? *Because* this boy made a joke about a mistake in my translation exercise Shankar, *where* do you sit in the class? I sit *next below Durga and next but two above Behari* Sohan, *how is* Durga

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* "Because" indicates certainty of the correctness of a reply

"Perhaps", is used to indicate uncertainty, and may be placed either first or last in the sentence, or else either before or after the Principal Verb and its object

"Probably" is used to express a less degree of uncertainty than is indicated by "perhaps"

writing his copy of the table of Adverbs? He is writing it *very carefully*, Sir When does the Chaprasi shut and lock the gate of the school at night? He shuts and locks it *at ten o'clock punctually* *Why* do you not make haste? *Because* there is no hurry * There is plenty of time *How* is Durga doing his work, Behari? He is not doing it *in a hurry*,* Sir. He is doing it *slowly* and *carefully*.

*Why* do you dislike this boy, Mohan? *Because* he frequently disturbs me wilfully in my studies *How much* money have you for your week expenses? I have *thirteen rupees, ten annas and four pies* *How* did these prisoners climb over the wall of the jail? *By a ladder*

*When* were you, Durga and Behari, sitting at that desk, the one next to Ratan's? We were sitting there, Sir, between *eleven and half-past eleven o'clock this morning*

Sohan *where* and *with whom* was your friend, Mohan, living at this time last year? He was living, Sir, *at Agra, with one of his uncles*

*When* were you living, Sohan, at the village of Chandausi? I was living there *at the time of the last Hardwar fair*. Sir *How long* have you lived in this village, Sohan? *For three years and a half*, Sir. *Why* do you not pay this old man, your servant, his month's† wages? *Because* I have not enough money at present *Why* do you not employ that other man? *Because* he is not strong enough for my work *Because* he is not strong enough for work.

*How far* did you go with him on the road to Muttra? I went *half way*‡ with him.

*Where* did you meet him on the road to Agra? *Where* did you meet him on his§ road to Agra? *Where* did you overtake him on the road to Agra?

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* See note to "noise"

† '*His* month's i e, ' the month's wages due to *him*"

‡ In many Prepositional phrases both the Preposition and the Article are by an Idiom, omitted.

§ Observe that ambiguity is prevented by the substitution of the Possessive Pronoun for the Definite Article

*How far* is it from the post Office to the Kacheri? It is *about half a mile*, Sir.

Rohan, *when* did Ratan arrive home* from Delhi? I don't know † I have not seen him yet *Perhaps* he arrived this morning by the half-past ten o'clock train from Delhi Mohan, when did Ratan arrive here from Delhi? He *probably* arrived here this morning by the half-past ten o'clock train I saw one of his servants near the Railway Station at eleven o'clock

*Where* is the map of the World hanging? *There* Shankar, *when* did Rohan, your eldest brother, join this school? He joined it, Sir, *about a year and a half ago* *When* did you hear‡ last from your brother? I heard from him

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* In English, *home* is never qualified by the Possessive Case of a Personal Pronoun, *i e*, the possessive Pronoun is always *understood*, and not *expressed*

The possessor is always inferred from the context, it is usually the nearest *person* in the sentence :—

Ex —The *men* went *home* (*i e*, to *his* home)
The man took the *boy home* (*i e*, to the *boy's* home)
The *man* took the horse *home* (*i e*, to the *man's* home)
The man took the boy *home with him* (*i e*, to the *man's* home)
Did Ratan go *home with Shankar*? (*i e*, to *Shankar's home*)
No, Shankar went *home with Ratan* (*i e*, to *Ratan's* home)

† Supply the ellipsis "when he arrived" Such answers as this are elliptical *compound* sentences The object of the Transitive Verb "know" is understood to be *the question* in an *affirmative* form (*See* note to Rule LXXXI)

‡ "To hear from a person, *i e*, ' to receive a letter from a person," *i e*, "to be written to by a person" The following are equivalent forms of the above sentence. "When did you receive a letter from your brother last?' When were you written to last by your brother? When did your brother write to you last?

Observe that to "hear," used idiomatically as above should not be confounded with, "to hear," followed by a clause with *that*, as in, "I heard from your brother *that* you have been ill"

*the other day* I received a letter from him yesterday week.*

*How many* people were there, Ratan, at your cousin's wedding? *About seventy*, Sir. Have you seen your cousin since his marriage? No, Sir, I have not *Where* are these people going with their sheep and their goats? *To some place at a great distance* *At* what *time* do the boys go home every day? *At half-past three* *How large* is this room? It is *twenty-four feet long† eighteen feet wide and fifteen feet high* *Where* has your mischievous little brother, Ratan, hidden my book bag, Munna? He has hidden it *somewhere among the boxes in the Daftri's room* *Why* did you not bring your books to school with you to-day, Shankar? *Because* I lost them on my way home from school some days ago *Where* has he been living lately? He has been living lately *with me at my new house on the bank of the river* *Why* did you tear up that sheet of paper, Mohan? *Because* my translation of these difficult sentences was altogether wrong, Sir *Where* does Sohan Lal, the basket-maker, the grand-father of Sohan Lal, live? I do not know He *probably* lives *in some distant village* Shankar, *perhaps*, knows Sohan Lal's residence *How far* from Behari's house does his friend, Munna, live? I do not know the exact distance, Sir The two houses are *perhaps at a distance of a mile and a quarter from each other* Behari

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* The following are commonly used as Adverbs referring to *points of time* in THE PAST A *week ago, to day, yesterday week,* (*or, a week ago yesterday*), *last Friday, &c , week, a week* (or a *fortnight, month, two months, &c , a year, two years, &c ,*) *ago, to-day, yesterday, the day before yesterday, last Tuesday, &c , or on the* (*a given date*)

The following are commonly used as Adverbs referring to *points of time* in THE FUTURE *This day week* (*fortnight*), *month, two months, &c , a year, two years, &c , to morrow week,* (or *fortnight*), *next Tuesday, &c , week*

It is to be observed that the Adverbs of this form referring to *future* time are fewer than those referring to *past* time As the future becomes more remote, dates are used in place of Adverbs thus formed

The teacher should cause the pupil to *expand,* in writing, these bracketted forms into *separate adverbial phrases*

† "Long," or "in length," "wide," or "in width" "high" or, "in height"

himself *probably* knows the exact distance of his house from Munna's

*Why* are these boys making a noise, Sir? Sohan, *perhaps*, knows the reason of it He came out of that room a short time ago *The teacher of the boys there is probably absent from the room* *Why* is there no noise in this room? *Because* every one here is doing some work or other

Which of you have any letter paper? Durga has some None of us have any I have a little This boy has a small quantity Shankar has plenty Ratan has a great deal* Some of us have a great quantity (or a great deal)

*How much* money have you, Sohan and Behari? *Only*† *a little* Each of us has *very little* *Neither* of us has much *Neither* of us has *any* We have *none at all* We have *scarcely any* We have *plenty* Each of us has *plenty* Both of us have *plenty*

*How many* quires of paper has the Duftri? *None* One or two Only† a few Several Ever so many A great number

Shankar, *why* did not your two brothers, Mohan and Ratan, attend school yesterday? *Because* they both met with a serious carriage accident the evening before last, in front of the house next door to mine Ratan broke his arm, and Mohan sprained his ankle

*How heavy* is this lump of silver? It weighs ‡ *exactly seventeen tolas* Its weight is *exactly seventeen tolas* *It is exactly seventeen tolas* in weight

*Where* is your brother? I do not know *for certain* § *Perhaps*§ he is *in the next room, perhaps he is in the garden*

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* As a general rule, *deal* is used with *an abstract* noun, and *quantity* with *a common* noun

† "Only," is here used to emphasize the *contrast* between the Adjective of the answer and the Adjective of the question

‡ *See* note§ above.

§ This verb thus used, is Intransitive, and takes the same case *after* it as *before* it

Supply the ellipsis —"Where he is."

*How far* on his road to Benares is your brother now? He has *probably* arrived *at his journey's* end* by this time

*When* did Ratan come home? He has *not* come home *yet* He has *very likely* met with an accident He drives very carelessly

*Where* did those boys go *to*?† They *most likely* went *to the sweetmeat-sellers* It is their leisure time

Ratan was *certainly* standing under that tree few minutes ago I saw him there myself *What*‡ is your opinion of this arrangement? I most *decidedly* object to it Whose signature is this? This is *undoubtedly* the signature of my old friend, Mir Ali.

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* The following Adverbs of *uncertainty* and of *certainty*, are arranged in increasing order of certainty The last three are equivalent in meaning, but differ in (increasing) degree of force

Ex —Who did this mischief?
*Possibly* Sohan did (for he is known to have done mischief *at least once* before now)
*Perhaps* Sohan did (for he *sometimes* does mischief)
*Probably* Sohan did (for he *often* does mischief)
*Very likely* Sohan did (or he *very often* does mischief)
*Most likely* Sohan did (for he is *always* doing mischief)
*Certainly* Sohan did (for *he was seen to do it*)
*Decidedly* Sohan did ( „ „ „ „ )
*Undoubtedly* Sohan did ( „ „ „ „ )

*Perhaps* is sometimes repeated in the same sentence, as in the Exercise

*Certainly* and *for certain* are equivalent in meaning

*Certainly* is used *before* Verbs which have other than sentences for their Objects

*For certain* is used *after* Verbs which have sentences for their Objects —

Ex —I *know, for certain*, "who did this"
I do not *know for certain* "what time it is, but it is *certainly* past eight."
„ „ „ "*where* he is"
„ „ „ "*that* he is dead"

*Whether*, being related to *which* is included here among the Relative Pronouns

On account of the *derivation* of "journey" Norman French, *jour*, day comes under the same Rule as "day" (*See* Note to Rule XXIV)

† "Where—to," *i. e*, "to what place," "to where" cannot be used

‡ "What," is an Interrogative *Noun* "what—for," or "for what" (*i e*, "why") an Interrogative Adverb

B —Translate into English —

( ۱ ) صبح کو کس وقت چپراسي نے همارے مدرسه کے دروازے اور کھڑکیاں کھولي تھیں ؟ — جواب — ساڑھے چھه بجے — آپ کے نئے باغ میں باغباں سعید اور شرح گلاب کي جھاڑیوں کو کس طرح یا کس ترتیب سے لگا رها هے ؟ — وه سُرخ گلاب کو ایک قطار میں لگا رها هے — اور سعید گلاب کو دوسري قطار میں — دُرگا اور بهاري — مدرسه برخاست هونے کے بعد شام کو قبل غروب آفتاب گھر میں کس مقام پر بیٹھکر مطالعه کرتے هو ؟ — هم دونوں اپنے مکاں کے مشرق کي طرف ایک بڑي سي اِملي کے درخت کے نیچے بیٹھکر مطالعه کرتے هیں — آده گھنٹه هوا که یهه چھوٹا لڑکا کیوں رو رها تھا ؟ — جواب — اوسکا بڑا بھائي اوسے ستاتا تھا — کیوں سوهن تمنے پہلے مجھسے اِس حادثه کا حال کیوں نه کہا ؟ — جواب اِسوقت تک تو میں نے اوسکا حال نه سُنا تھا — پس اب تمنے اُسکا حال کیونکر سُنا ؟ — جواب میں نے اوسکا حال اوس شخص سے سُنا هے جسنے اوسے بچشم خود دیکھا هے — کب اور کہاں یهه حادثه هوا ؟ — جواب میرے مکاں سے متصل مکاں کے سامنے پرسوں شام کو سوا پانچ بجے یهه حادثه هوا — یهه حادثه — کیونکر هوا ؟ — موهن اور اوسکا بھائي رتن ایک جواں حرامزاده گھوڑا جو اونکے باپ کي ایک گاڑي میں جُتا هوا تھا هنکا رهے تھے — ایک هاتھي کے قریب آنے سے گھوڑا بھڑکا اِسکا نتیجه یهه هوا که موهن اور رتن کي گاڑي ایک اور شخص کي گاڑي سے لڑ گئي اِس ٹکر کے صدمه سے دونوں بھائي گاڑي کے نیچے گر پڑے اور بہت چوٹ آئي — رتن کا شانه اوکھڑ گیا اور موهن کے ٹخنے میں موچ آگئي — کیوں منا — اپني گُم شده لغت کي کتاب کہاں ڈھونڈه رهے هو ؟ — جواب — اِس مکاں کے هر ایک کمره میں میں اوسکي تلاش کر رها هوں مگر اوسکا کہیں پته نہیں هے — شاید میں اور کتابوں کے ساتھه اوسے نہیں لایا *

( ۲ ) شنکر تمهارا بیمار بھائي اکثر کسطرح سوتا هے ؟ — جواب اکثر اوسے اچھي طرح نیند نہیں آتي — بھلا آج وه کیونکر سو رها هے ؟ — جواب — بہت اچھي طرح — کل وه کیونکر سویا تھا ؟ — جواب کل تو بالکل اچھي طرح نہیں سویا — آج سه پہر کو وه کیونکر سویا ؟ — بہت اچھي طرح — جواب اِسوقت کیونکر سو رها هے ؟ — اِسوقت تو نہیں سوتا هے — وه تھوڑي دیر جاگتا هے — سوهن تم گھوڑوں سے کیوں ڈرتے هو ؟ — اِسواسطے که ایک گھوڑے نے ایک مرتبه مجھے لات ماري تھي — موهن آج کے سبق کے واسطے کتنا کاغذ تمهارے پاس هے ؟ — میرے پاس بہت سا کاغذ هے — وے قیدي قید خانه سے کیونکر نکل گئے ؟ — وه قید خانه کي دیوار پر

چڑھکر دھاگے — دُرگا اور ہماري آج گیارہ اور ساڑھے گیارہ بجے کے درمیان میں تم کہاں بیٹھے تھے ؟ — جناب — ہم اس میز پر بیٹھے تھے جو رتن کے میز کے پاس ھے — کیوں سوھن سال گذشتہ میں آج کل تمھارا کوں دوست اپنے ایک چچا کے ساتھہ آگرہ میں رہتا تھا ؟ — جناب — موھن رہتا تھا — کیوں موھن تم گذشتہ ہردوار کے میلے کے زمانہ میں کہاں رہتے تھے ؟ — سوھن میں چندوسي گاؤں میں رہتا تھا — تم کتني دیر سے یہاں منتظر کھڑے ھو ؟ — جناب — ھم سوا دو بجے سے یہاں منتظر کھڑے ھیں — دُرگا وھاں کب تک منتظر رھا — وہ ایک پہر بیس منٹ سے ایک پہر پچیس منٹ تک کھڑا رھا — اِس جوان کو جو کہ تمھارا مزدور ھے دو ھفتہ کي اُجرت کیوں نہیں دیتے — اِسواسطے کہ آج کل میرے پاس اِسقدر روپیۂ نہیں ھے — تم یہہ شیشي کیوں نہیں کام میں لاتے ؟ — اِسواسطے کہ یہہ میرے مطلب کے موافق لمبي نہیں ھے — کیوں موھن — سوھن کا گھر تمھارے مکان سے کتني دور ھے ؟ — جناب — قریب سوا میل یا دوں کوس کے *

( ۳ ) متھرا جاتے ھوئے سوھن تمھیں کہاں ملا تھا ؟ — وہ قریب نصف راہ پر مجھے ملا تھا — متھرا جاتے ھوئے تم نے روھن کو کہاں پکڑ لیا تھا ؟ — قریب دو ثلث فاصلہ پر میں نے اوسے جا پکڑا — روھن مدرسہ سے اب تک گھر کیوں نہیں آیا ؟ — اسواسطے کہ وہ شنکر کے ساتھہ گھر گیا ھے — دُرگا موھن کے ساتھہ گھر کیوں نہیں آیا ؟ — مجھے نہیں معلوم — شاید موھن نے اوسکا اِنتظار نہیں کیا — اوسے بڑي جلدي پڑي ھوئي تھي — میري وہ کاپي کہاں ھے جس میں some اور any کے اِستعمال کي کیفیت لکھي ھے ؟ — میں نہیں جانتا — غالباً سوھن اوسے اپنے گھر لیگیا — موھن تمھارا چچا زاد بھائي بہاري گونڈہ سے لکھنؤ مین کب اُٹھہ آیا ؟ — جناب — قریب چھہ مہینے کا عرصہ ھوا کہ وہ گونڈہ سے لکھنؤ چلا آیا — اوس وقت سے ھم میں سے کسي نے اوسے نہیں دیکھا — کیوں موھن اِس عرصہ میں تمنے کچھہ خبر بہاري کي سُني ھے ؟ — نہیں جناب — جب سے وہ یہاں سے گیا ھے اوسنے کوئي خط مجھے نہیں لکھا — کیوں بہاري — روھن کے بھائي کي شادي میں کتنے لوگ تھے ؟ — جناب — قریب ڈیڑہ سو آدمي کے تھے — روھن کے باپ نے اِس شادي مین کیا خرچ کیا ؟ — بہت روپیہ صرف کیا — اپني قلیل آمدني کے موافق اوسنے بہت خرچ کیا — ھر روز شام کو گھر میں تم کس وقت مطالعہ کرتے بیٹھتے ھو ؟ — ھم ساڑھے چھہ بجے شام کو گھر میں مطالعہ کرنے بیٹھتے ھیں — اِس لکڑي کے ٹکڑے کا کیا وزن ھے ؟ — قریب من بھر کے *

( ۴ ) اِس کمرہ میں کتني گنجایش هے ؟ — یهه پچاسي فت لمبا اور تیس فت چوڑا اور اتهائیس فت اونچا هے — کیوں منا تمنے میري کتابوں کا دستہ کہاں پایا ؟ — منے دفتري کے کمرہ میں ردیوں کے نیچے پایا — کیوں شنکر کل تم اپني کتابیں گهر کیوں نہیں لیگئے ؟ — اِسواسطے کہ سوهن نے اونهیں کہیں مدرسہ کے قریب چهپا دیا تها — چند روز سے وہ کہاں رهتا هے ؟ — کچهري کے قریب میرے چچا کے گهر میں وہ میرے ساتهہ رهتا هے — وہ کاغذ کا تختہ موهن نے کیوں پهاڑ ڈالا ؟ — اِسواسطے کہ اوسکے ترجمہ میں غلطیاں بهت تهیں — اِن مکانات کا مالک محمد صادق کہاں رهتا هے ؟ — مجهے نہیں معلوم — غالباً وہ اِس گرد نواح میں رهتا هے — شاید روهن محمد صادق کا مکان جانتا هے — ماہ گذشتہ میں یهہ لڑکا مدرسہ سے کے مرتبہ غیر حاضر هوا ؟ — میں ٹهیک ٹهیک نہیں جانتا — شاید وہ سات مرتبہ غیر حاضر هوا — غالباً مدرس اس کا حال ٹهیک ٹهیک جانتا هے — اوس گلي میں یهہ کیا غل هو رها هے ؟ — گلي میں تو کچهہ غل مجهے نہیں سُنائي دیتا — اس قریب کے کمرے میں غل هو رها هے — غالباً کچهہ لڑکے وهاں کهیل رهے هیں — ان میں کتنے لڑکوں نے some اور any کے اِستعمال کے بارہ میں جو عبارت دي گئي هے اوس کے ترجمہ میں غلطي کي هے ؟ — اِس عبارت کے ترجمہ میں جو some اور any کے اِستعمال کے بارہ میں هے تمنے بهت کم غلطي کي هے *

( ۵ ) تمنے دفتري سے بهت سي روشنائي کیوں نہ لي ؟ — اس واسطے کہ اوسکے پاس صرف تهوڑي سي تهي — تم میں سے کس کے پاس بهت مهین کاغذ خط کا هے ؟ — اِس لڑکے کے پاس کچهہ تهوڑا سا هے — کیوں رتن — تم سوهن کو تهوڑي سي مٹهائي کیوں نہیں دیتے ؟ — جناب اوسکے پاس تو خود بهت سي موجود هے — شنکر تم اپنے چهوٹے بهائي کو کیوں مار رهے هو ؟ — جناب — اِسوجهہ سے کہ اوسنے میري میز پر بڑا نقصان کیا هے — یعنے بهت سا کاغذ میرا خراب کر ڈالا هے — کیوں روهن — سوهن کے هاتهہ سے تمکو کتنا صدمہ پهونچا ؟ — جي کچهہ تهوڑا سا — بلکہ کچهہ بهي چوٹ نہیں لگي — کیوں بهاري — یهہ بات تمنے پیشتر کے مرتبہ کي تهي ؟ — جناب — بهت دفعہ تو نہیں کي فقط دو ایک دفعہ کي تهي — موهن — ان شکلوں میں سے کتني تمنے حل کي هیں ؟ — جناب — فقط دو ایک — البتہ روهن نے بهت سي حل کي هیں — رتن کے بازو میں کپڑا کیوں بندها هے اور موهن لنگڑاتا کیوں هے ؟ — اِسواسطے کہ ایک کا بازو ٹوٹ گیا هے اور دوسرے کے گٹنے میں موچ آگئي هے — اِس پارسل کا کیا وزن هے ؟ — جناب — اِسکا

ورن ٹهیک آٹهه تولہ هے — میرا قلمتراش کہاں هے ؟ — میں ٹهیک نہیں کہہ سکتا شاید تمهاري میز میں هے یا میري میز میں — غالباً انتک تو اوسنے کهانا کها لیا هوگا — اغلب هے کہ تمهارا چچا زاد بهائي گهر گیا هے — وہ یہاں بڑي دیر تک تمهارا منتظر رہا — یہ لوگ کہاں جاتے هیں ؟ — اغلب هے کہ کچهري جاتے هیں — موهن اپني دوکان میں یقیناً باتیں کر رہا تها — هم سب نے اوسکي باتیں سنیں — تمام عملي شکلوں میں سے یہہ شکل قطعاً نہایت مشکل هے — تمام مدرسہ میں یہہ لڑکا بیشک سب سے اچها طالب علم هے ٭

# CHAPTER XXI.

**The Comparative and the Superlative Degrees of Adjectives The Comparison of Adjectives The use of *than* to compare**

RULE LXXXVIII —Comparison between one individual thing and another, or between one class or group of things (considered as an individual thing) and another, is indicated by using the Comparative Degree of an Adjective, followed by *than* —

Ex —*He* is older than *I* am *
*He* is older than *any of us*
*Mine* are more difficult exercises than *yours*
My horses are *superior to* yours †

It is common, but ungrammatical, to use the Objective Case after *than* in a sentence having a Neuter or an Intransitive Verb The rule is as follows —

(*a*) Put a Nominative Case after *than* preceded by a Neuter Intransitive Verb —

Ex —He is taller *than* I am
She is younger *than* you (are)
They write better *than* we do ‡
You are taller *than* Durga (is)

If the Verb be Neuter, the Nominative may stand without its Verb, if it is the Pronoun *you*§ or a *Noun* after *than*

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* Sentences of this form are *compound* but appear *simple* when the second Verb is omitted

† *Superior*, *inferior*, *prior* and *anterior* Latin forms of *better*, *worse* and *earlier* require *to* instead of *than*

‡ Observe the use of the emphatic form of the Verb here

§ Observe that the pronoun which enjoys this privilege is that, the nominative and the Objective Cases of which are of *the same form*

If the Verb be Active, the Auxiliary of the Emphatic Form may be used, or understood

(*b*) Put either a Nominative or an Objective Case after *than* preceded by a Transitive Verb, according to the sense to be conveyed* —

Ex —You like *him* better than *me* (i e, you like *him* better than you like *me*)
You like him better than *I* do, (i e, *you* like him better than I like him)

Rule (*b*) may be stated more simply thus :—

If the comparison be between two Nominatives put a Nominative Case after *than*

If the comparison be between two objectives, put an objective Case after *than*

Comparison between an individual thing or things, and a group or class including that thing or things, is indicated by using the Superlative Degree of an Adjective preceded by *the* and followed by a sentence or prepositional phrase representing that group or class —

Ex —*He* is the oldest of *all of us* (*or, of us all* )
*We three* are the oldest *pupils of the school*
*London* is the largest *city in the world*
*He* is the cleverest of *the boys I know.*

If the group or class consist of two only, the Comparative Degree is used, preceded by *the*, "than" being omitted —

Ex —*He* is the older *of the two*
*Which* is more valuable of *these two books* ?

If the sentence of the phrase representing the group or class contain a possessive pronoun, or a Verb indicating possession, the sentence or the phrase may be omitted, and the possessive Pronoun substituted for *the* —

Ex —*This* is the newest *of my books*, or,
This is *my* newest book
*He* is the best *friend you have*, or,
He is *your* best *friend*

* This rule properly belongs to the next Chapter, but it is placed here owing to its symmetrical relation to Rule (*a*) preceding it.

The addition of *all* to the first, and *very* to the second, of these forms, renders the sentence more emphatic —

Ex —This is the newest of *all* my books, or,
This is my *very* newest book
He is the best of *all* your friends, or,*
He is your *very* best friend

RULE LXXXIX —Put the following Adverbs of Degree, before the Comparative Degree of an Adjective with *than*, to express an increase or a diminution of *the difference*† expressed by the Comparative Degree —

*Much*‡, *a great deal*, *a little*, *by far*, *rather*, *slightly*, and *somewhat*

Put *by far*§ either before or after for the same purpose —

Ex —Camels are *much taller than* horses
Crows fly *a great deal slower than* pigeons
He looks *a little older than* his cousin
This book is *far more valuable than* that
It is *rather* or *slightly*, (*somewhat cooler to day than it was yesterday* )
This boy is *by far a better* writer *than* his brother
This boy is a *better* writer *by far than* his brother

RULE XC —Put *as* before, and *as* after Positive Degree of an Adjective, to express *equality*|| as the result of *comparison*.—

Ex —My penknife is *as sharp as* a razor

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* The following sentences are arranged in increasing order of the emphasis upon the Adjective —

Ex —The *best horse* won
The *best of the horses* won
The *best of all the horses* won.

† The use of the Comparative Degree is to express *difference*

‡ *Much*, *far*, and *by far* cannot be used with the Positive Degree of an Adjective

§ *By far* is also thus used with the Superlative Degree.

|| See foot note† to preceding rule

Put *no* before the Comparative with *than* after for the same purposes :—

Ex.—He is *no older than* I am.*

RULE XCI.—Put *so* in place of the first *as* when using a Negative in a sentence like the first example of the foregoing rule :—

Ex.—My knife is *not so* sharp *as* yours.
Mine is *not so* sharp a† knife *as yours*.

Ex.—My knife is *not such*‡ a sharp one *as yours*.
Mine is *not such* a sharp knife *as* yours.

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## EXERCISE XXI.

A.—Translate into Urdu :—

Durga is a *better* scholar *by far than* Rohan, his elder brother.§ Have you not been writing with *less* care to-day *than* usual, Mohan? The house, the property of Durga Das the banker, stands on *higher* ground *than* any other house in the neighbourhood. We have never met with *such difficult* sentences *as* these till now. Is not this woollen cloth *inferior* in quality *to* that? There has been *no less*|| rain this year *than* last. There are *no more*|| *than* eleven boys in this class. He has made *no fewer*|| *than* seven mistakes in the first five lines of his Translation Exercise.

I have met him on the road to the Post Office *as many as* seven times in the last few days. He and his two brothers spent *no less than* two rupees on sweetmeats yesterday. Ratan's broken arm, and Mohan's sprained ankle, are very much *better* to-day *than* they were yesterday. The diamond

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* "He is *not older* than I am," means that *he* is either *younger*, or *as old as* I am. By substituting *no* for *not*, we (idiomatically) cancel the first of these two meanings. The above sentence therefore means "He is *as old as* I am." These two different forms of the sentences would be used under different circumstances, and are not interchangeable.

† Observe the position of the Indefinite article.

‡ *Such* cannot be used with an Adverb qualifying a *Verb*.

§ Observe the difference between this and, "his elder brother Rohan." The second expression is incorrect. The use of a term in apposition is to *explain*. Here, "Rohan" requires explanation, while "his elder brother" does not.

|| "Few" refers to *number*, "less" refers to *quantity* or *degree*.

is a far *more precious* stone *than* the emerald Is not his necessity *greater than* yours? Did you solve a *greater* number of problems *than* they did? No, Sir, they solved a far *greater* number *than* we did Is not this problem much *more difficult than* that? Yes, Sir, it is much *more difficult* How do your pupils conduct themselves now? Their conduct is now far *more satisfactory than* before It is *better* by far *than* formerly Does not this rope seem *stronger than* the other? Both Munna and all of* his companions were making *more* noise *than* ever† at their play Some fruits are *less pleasant* to the taste *than* to the eye Some fruits are *more pleasant* to the eye *than* to the taste How many *more* pupils are there in your School *than* in ours? There are sixteen *more* pupils in our School *than* in yours Sohan pays *more minute* attention to the Rules of Syntax now‡ *than* he formerly did How much heavier, Rohan, is this bullock-load *than* that? Snow remains on the ground, in *the coldest* climates, for many months in the year I am *rather anxious* about the result of the recent examination (*a*) My cousin is *as old as* I am § (*b*) My cousin is *no older than* I am § My cousin is *no younger than* I am Why have these people been waiting *so long*?‖ These people have waited for a *longer* time for their pay *than* the others How much *older than* Mohan, is Rohan? He is three years *older.* He is *older* by three years

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* "All of," the emphatic form of "all," requires "both" to accompany the "and"

† "Ever" here means "at any previous time"

‡ Observe that the Adverb "now" is placed as near as possible to the Adverb "formerly," with which it is contrasted

§ To Explain the circumstances under which these two forms should be respectively used, it is only necessary to place the two following sentences after the two given above (*a*) "Why then should I take care of ?" (*b*) "Why then should he take care of me?"

‖ Sentences such as this, where no "as" follows the "so" are *contracted* compound sentences The *full* form of the above sentences is as follows — Why have these people been waiting (*as* long *as* they have been waiting) for their wages? The *full* form is never used in composition

In such sentences *the comparison* is between *the statement* and *itself* This form is only used in sentences asking for a reason, or giving a reason

Why is he so *weak?** Because he has been very ill for a long time. Why are you lying down? Because I am *so*† *tired*. Why did you punish him *so*‡ *severely?* Because he was so§ *disobedient*. To-day's examination has been slightly *easier than* yesterday's. What work is the gardener doing just now? He is at the present moment pruning one of *the finest* of the fruit trees in the orchard. Is your house, Ratan, much *farther* from the school *than* Shankar's? Yes, Sir, my house is twice *as far* from the School *as* Shankar's. Were there no peaches *riper than* those on that tree? Yes, there were plenty,‖ far *ripe*.‖ He selected *the longest* and *sharpest*¶ knife in the cutler's shop. What knives have you selected? I have selected these two *the longest*** and *sharpest* knives in another cutler's shop. Is there any room on those seats for any *boys?*†† Yes, there is plenty of room for half a dozen *more*.‡‡ There was a great deal *more* room for our book in that top-board *than* in this. We have met with sentences *as difficult as* these, only in the books of the students of the first class. His attainments are far *superior* to the attainments of a mere school boy. London is the *richest*¶ and *most important* city in the world. Mohan is taking *more* pains with his lessons *than* Rohan is. How much *farther* from the river side is Rohan's house *than* yours, Munna? It is three times *as far* from the river side *as* mine is, Sir.

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* *i e*, "Why is he *as weak as he is?*"

† *i e*, "Because I am *as tired as I am tired?*"

‡ *i e*, "Why did you punish him as *severely as you did?*"

§ "Because he was *disobedient as he was*"

‖ Observe the ellipsis

¶ Two Adjectives of the Comparative or the Superlative Degree, qualifying the same *word*, require "and" between them. Compare this sentence with the first in Exercise VII

** *See* Rule XX —"Knife" is understood here.

†† Supply the ellipsis "*than* are setting these."

‡‡ Supply the ellipsis "*than* are sitting here," (or *there*.)

*The youngest* of these three men rowed us from the shore to the ship You have made *such** mistakes *as* these before You have made *the same*† mistakes *as* these before The knife of mine is *as long*† and *as sharp as* a sword (is) My knife is not *so long*‡ and *so sharp as* yours (is) He had a knife, *as long and as sharp as a sword*§ in his right hand Did your brother ever met with *so serious* an accident *as* this before? No, Sir, he never did Did *such a serious* accident *as* this never happen to your brother before? No, Sir, he never met with *so serious* an accident *as* this before There have been much *fewer* grapes on that vine this year *than* last. Which of you, Durga, and Behari, is *the taller*? Behari is, Sir Some of them were talking about the most recent news from the seat of War Is not that horse a very valuable one? Yes, the price of that horse ‖ is *no less than* ¶ seven hundred rupees How much *taller than* you, Durga, is Behari? He is an inch and a half *taller than* I am, Sir This is *the most valuable* of all my books. It is *more useful* to me *than* any of my *newer* ones There are rocks *as large as* houses on the banks of that river There were *no* sentences *so difficult as* these in your Translation Exercises There was *not* a single sentence *so difficult as* these in your Translation Exercise

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* When two Comparatives or two Superlatives of different forms are used together, it is necessary to put the simpler form first otherwise the "more" "most," &c, will refer to *both* Adjectives, and the second will thus be a double Comparative or Superlative

† "The same—as" included among the expression indicating *Comparison* "Such—as" indicates that two Nouns are *similar* —"the same—as" indicates that two Nouns are *identical*

‡ Supply the ellipsis, "*as* a sword is"

§ Supply the ellipsis, "*as* yours is"

‖ Observe that a Comparative *phrase*, when used as an Adjective, comes *after* its Noun

¶ *Addendum to Rule XXV*—Put an *animate* possessor into the Norman form, when the thing possessed is an *Abstract* Noun —

Ex.—He patted his *horse's neck*
He told me *the cost of* his *horse*

This boy looks *more like* his elder *than* his younger brother * This boy looks *more like* his elder brother *than* his younger brother does † How much more money did Behari's uncle give him *than* he gave you Durga? He gave Behari eight annas *more than* he gave me, Sir My brother is *the soundest* sleeper of us all *The youngest* of these two boys is *the youngest* of us all. *The youngest* of these two boys is *the smallest* boy in the school A boy of ‡ this school has just broken one of the Post Office windows with a stone I am *no more wrong than* you are Have you ever seen any peaches *as large as* these before? No, I have *never* before seen any peaches nearly *so large as* these I have *never* before seen *such large* peaches as these. Is this boy *much older than* his brother? No, Sir, he is *only a little older.* I have locked up *the newest* of my books in that cup-board My brother was *the*§ *most successful by far* at the recent examination of candidates for employment in the Médical Department Why did you not accept my invitation to my brother's wedding? Because of a *prior*‖ engagement My brother lived at Muttra *prior* to¶ his marriage How is your sick brother to-day Mohan? He is *much* worse ** He is becoming *weaker and weaker*†† from day to day How did you become aware of your brother's illness, Mohan? His appetite grew *less and less* every day, and his sleep at

* *i e*, "He looks *more like* his elder brother, *than* he looks like his younger brother" (*b*) (See Rule LXXXVII)

† *i e*., "He looks *more like* his elder brother, *than* he looks like his younger brother looks like his elder brother" (*b*) (See Rule LXXXVIII) The forms of sentences given in these two Notes are not used in Composition

‡ Observe the respective uses of "in" and "of" in sentences such as these "In" is used when the Noun is preceded by an Adjective of *Quality*

§ "The" is used here, because of the Noun "competitor" understood after "successful"

‖ Adjective, *i. e*, previous (*undeclinable*)

¶ Adverb, *i e*., "at an *earlier* date *than*."

** Supply the ellipsis—"than he was before"

†† The Comparative Degree of an Adjective or an Adverb is repeated thus to indicate the *continuous repetition* of the change of condition expressed by the Comparative Degree It is usually accompanied by an Adverb or an Adverbial Phrase indicating *continuous* time.

night *more and more restless.* I told him *nothing more than* this I told him this *and nothing more* Have you many books? No I have *no more than* four Have you many books? Yes, I have *as many as* four. Mohan, you, coward, how many times did you strike this little boy, Ratan? I struck him *no more than* three times, Sir Ratan, how many times did that big cowardly boy strike you? He struck me *no fewer than* three times, Sir Mohan, what did you strike Ratan with? With a stick *no thicker than* one of my fingers, Sir. Ratan, what did Mohan strike you with? With a stick *as thick as* one of his fingers, Sir

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**B—Translate into English—**

(۱) بہ نسبت اور شخصوں کے اِن لوگوں نے تمھارے واسطے زیادہ تر محنت کي ھے — یہہ لوگ اِتنے گھنٹوں سے چٹھي کے کیوں منتظر ھیں؟ — اِسواسطے کہ اونکے کام کي رپورٹ آنے کا میں بڑي دیر سے منتظر ھوں — تمھارا بھائي اِسقدر لمبا ھے جسقدر کہ میں ھوں — تمھارا بھائي مجھسے لمبا نہیں ھے — تمھارا بھائي مجھسے مضبوط نہیں ھے — جب سے یہہ حادثہ اوس پر گذرا ھے وہ زیادہ تر خبردار اور ھوشیار ھو گیا ھے — سب سے زیادہ متمول آدمي ھمیشہ سب سے زیادہ سخي نہیں ھوتے — جس کمرہ کا طول ۱۳ فٹ اور عرض ۱۲ فٹ ھے اوسکي زمین دوسرے کمرے کي زمین سے کتني چھوٹي ھے جسکا طول ۱۸ فٹ اور عرض ۱۰ فٹ ھے — چوبیس فٹ مربع چھوٹي ھے — اب موھن پڑھنے لکھنے میں کمتر اوقات صرف کرتا ھے بہ نسبت اس کے کہ قبل بیماري کے کرتا تھا — تھوڑا عرصہ ھوا کہ میں چچا کو دیکھنے گیا تھا تب سے میں نے اونھیں نہیں دیکھا — سال گذشتہ کي بہ نسبت اِس سال سات آدمي ھمارے گاؤں میں زیادہ مرے — یہہ چیزیں بہ نسبت اِستعمال کے آرایش کے واسطے زیادہ مناسب ھیں — مدا اور شکر دونوں کا چال چلن روز بروز خراب ھوتا جاتا ھے — یہہ لڑکا اپنے بھائي سے زیادہ تندرست نہیں معلوم ھوتا ھے؟ — اب تو وہ سابق کي بہ نسبت بہت اچھا ھے — اب وہ آگے سے بہت زیادہ تندرست ھے *

(۲) کیا یہہ اشکال عملي اوروں کي بہ نسبت بہت آسان نہیں ھیں؟ — جي ھاں — اوروں کي بہ نسبت بہت سہل ھیں — کیا تم میرے مکان سے بڑے مکان میں نہیں رھتے ھو؟ — ھاں میں تمھارے مکان سے بڑے مکان میں رھتا

هوں — تمھارے بیٹے کی بد چلنی کے آثار بد نہ نسبت سابق کے اب بہت ظاہر ہیں — کل اوسنے اور اوسکے دونوں بھائیوں نے کم سے کم گیارہ روپئے آتش باری میں حرچ کیئے اور قریب اِسیقدر روپئے کے مٹھائی حریدی — اِن ہفتوں میں اِسپر تین حادثوں سے کم نہیں گذرے — اِس کمرے کے کنارے پر لڑکے بالکل بیکار بیٹھے ہیں — میں ایسی ہی غلطیاں تین مرتبہ تین دن میں صحیح کر چکا ہوں — میں نے ضرورت سے زیادہ اوس سے نہیں کہا — اُس اُمیدوار کی لیاقت علمی تمہاری لیاقت سے کہیں زیادہ ہے — اس کا مال اور دوکانداروں کے مال سے کم عمدہ ہے — اب تک میں نے ایسا مشکل جُملہ نہیں پڑھا جیسا یہہ ہے — میری پرانی کتابوں میں سے کسی کتاب میں ایسے مشکل جُملے نہیں ہیں جیسے یہہ ہیں *

( ۳ ) اِس نواح میں کوئی مکان اِسقدر بلندی پر نہیں واقع ہے جیسا دُرگا داس مہاجن کا مکان ہے — دُرگا کا بڑا بھائی روھن استعداد اور لیاقت میں اوس سے کہیں کم ہے — ان دونوں میں روھن ان دو صفتوں میں کہیں زیادہ ہے — اس قریب کے کمرے میں اسقدر غل کیوں ہے ؟ — اسواسطے کہ یہاں ایک ہی زمانے میں تین تین درجوں کے لڑکے پڑھہ رہے ہیں — وہ اِسقدر بیتاب کیوں ہے ؟ — اِسواسطے کہ وہ اِتنے عرصہ سے یہاں منتظر کھڑا ہے — تمنے اوسے زیادہ سزا کیوں نہ دی ؟ — اِسواسطے کہ وہ بہت کم سن اور کمزور ہے اور اپنے قصور پر نادم ہے — کل کا اِمتحان آج کے اِمتحان سے ذرا زیادہ مشکل تھا — اِسوقت باغباں کیا کام کر رہے ہیں ؟ — اِسوقت وہ سڑک کے قریب کے درختوں سے بہت پختہ آم توڑ رہے ہیں — کیوں رتن کیا تمھارا مکان اس گلی کے اِس کنارے سے نہ نسبت اوس کنارے کے زیادہ دور ہے ؟ — نہیں — اِس کنارے سے بھی اتنا ہی دور ہے جتنا اوس کنارے سے ہے — وہ گلی کے بیچوں بیچ میں واقع ہے — کیا اوسکی دوکان میں اِس سے اچھا کپڑا نہ تھا ؟ — ہاں اوسکی دوکان میں بہت سا کپڑا اوس سے عمدہ تھا — اس سے زیادہ لمبا اور تیز چاقو مجھے چاہیئے — اِن تینوں پتھروں میں سے پہلے پتھر کا وزن دوسرے کا نصف ہے اور تیسرے پتھر کا وزن دوسرے کا تگنا ہے — تیسرے پتھر کا وزن پہلے سے کتنا زیادہ ہے ؟ — یہہ اِسکا چھہ گُنا ہے *

( ۴ ) کیا وہ اِتنا موٹا اور اِتنا قوی نہیں ہے جتنا کہ اور کوئی لڑکا اسکی دفع کا ہے ؟ — وہ سارے مدرسے کے لڑکوں سے زیادہ موٹا اور طاقتور ہے — ان بنچوں پر زیادہ لڑکوں کے بیٹھنے کی جگہہ نہیں ہے — اِن بنچوں پر چھہ لڑکوں سے زیادہ کی گنجایش نہیں ہے — پیشتر ایسی کوئی غلطی میں نے نہیں کی جیسی

یہہ ھے — یہہ غلطي تو میں نے پیشتر کبھي نہیں کي تھي — یہہ تانگن سب
تانگوں سے خوبصورت اور قیمتي ھے — ان دونوں سطروں کے درمیان جتني جگھہ
ضرور ھے اس سے بہت زیادہ تمنے چھوڑي ھے — ان دو سطروں میں بہت بڑا فاصلہ
ھے — ھمارے مدرسے کے فقط اعلی درجوں کے لڑکوں کي کتابوں میں ایسے مشکل
جملے ھیں جیسے یہہ ھیں — درگا اور موھن نے بھي وھي جملے ترجمہ کیئے ھیں
جو ھمنے کیئے ھیں — اب اِملا میں اوس سے کم غلطیاں نہیں کرتے ھو جتني کہ
سال گذشتہ میں کرتے تھے — تمھارا مکان میرے گھر کي نہ نسبت اوسکے مکان سے
کتنا قریب ھے؟ — میرا مکان تمھارے گھر سے زیادہ اوس کے مکان کے قریب نہیں ھے
— یہہ سیڑھي بھي اتني ھي لمبي اور مضبوط اور بھاري ھے جتني کہ دوسري سیڑھي
ھے — یہہ کاغذ تمھارا ایسا موٹا اور دبیز ھے جیسے وصلي — وصلي ایسي مہین اور
ھلکي نہیں ھوتي جیسے معمولي کاغذ ھوتا ھے — کیا یہہ کاغذ ایسا موٹا اور دبیز
نہیں ھے جیسے وصلي ھوتي ھے؟ *

(۵) ھمارے قرب و جوار میں بہت سے باغات اِس باغ کے برابر اور اوس
سے زیادہ خوبصورت ھیں — تمنے سابق میں بھي کبھي ایسا دلچسپ لکچر سنا ھے
جیسا یہہ ھے؟ — نہیں آگے تو میں نے کبھي ایسا دلچسپ لکچر نہیں سنا — اِس
انگور کے درخت میں بہ نسبت سال گذشتہ کے اِس سال بہت زیادہ انگور لگے تھے —
درگا اور بہاري تم میں سے کون زیادہ لمبا ھے؟ — جناب — ھم میں سے کوئي
زیادہ لمبا نہیں ھے — ھم دونوں کا قد برابر ھے — وہ ایک بہت اھم مقدمہ کي
گفتگو مجھسے کر رھا تھا — میري سب کتابوں میں یہہ کتاب بہت مفید ھے اور اوس
کي قیمت بھي میرے سب کتابوں سے زیادہ دي ھے — ھر ایک نئي کتاب مینے اِس
کتاب سے سستي لي — تمھارے باغ میں کچھہ پھول ایسے خوبصورت بھي ھیں
جیسے یہہ پھول ھیں — یہہ جانور گاے کي بہ نسبت ھرن سے زیادہ مشابہ ھے —
یہہ جانور جیسا ھرن سے مشابہ ھے ویسا گاے سے نہیں ھے — کیوں شنکر تمنے بہاري
سے کتنا زیادہ کام کیا؟ — جناب مینے اوسکا دگنا کام کیا — کیوں موھن تمھارے
چچا نے تمھیں کیا دیا ھے؟ — اوسنے مجھے نصیحت کي ھے اور تو کچھہ نہیں
دیا — کیا تمھارے پاس روپیہ بہت ھے؟ — نہیں — میرے پاس پانچ روپیہ سے زیادہ
نہیں ھے *

(۶) ھم سب میں میرا بھائي بہت ذي علم ھے — جو لڑکا ان دونوں میں
بڑا ھے وہ ھم پانچوں میں سب سے چھوٹا ھے — تمھاري دفعہ کا ایک لڑکا میري

دفعہ کے سب سے چھوٹے لڑکے کو مار رہا ہے — میں تم سے زیادہ اِس گناہ کا مرتکب
نہیں ہوں — کبھی پہلے بھی تمنے ایسے اونچے پہاڑ دیکھے ہیں جیسے یہہ ہیں ? —
نہیں — ایسے اونچے پہاڑ مینے پیشتر کبھی نہیں دیکھے — کیا یہہ لڑکا اپنے چچا زاد
بھائی سے عمر میں بہت زیادہ ہے ? — نہیں — یہہ کچھہ بڑا ہے — اس الماری
میں میری سب سے پرانی کتابوں کے سوا اور کچھہ نہیں ہے — چونکہ میں ایک
شخص سے پہلے وعدہ کر چکا تھا اسوجہہ سے مینے تمہارے بھائی کی شادی کی دعوت
قبول نہیں کی — کیا تمہارا بھائی شادی کے پیشتر لکھنؤ میں نہ رہتا تھا ? —
کیوں موہن — تمہارا بھائی جو بیمار تھا آج کیسا ہے ? — جناب آج وہ بہت اچھا
ہے اور روز بروز توانا ہوتا جاتا ہے اوسکی بھوک روز بروز کھلتی جاتی ہے اور رات کو
نیند بھی اچھی طرح آتی ہے — اس لڑکے کا دادا ۷۵ برس سے کم نہیں ہے *

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# CHAPTER XXII.

**The Comparative and the Superlative Degrees of Adverbs The Comparison of Adverbs The use of *than* to contrast**

RULE XCII.—The rules as to the Comparative and the Superlative Degrees of Adverbs are similar to those given for Adjectives (*See* preceding Chapter)

(*a*)—In comparing Adverbs, reference is made, sometimes to the *Agents* of the two Verbs, and, sometimes, to the *Objects* —*See* Rule LXXXIII

Ex —*You* have written *this page* less neatly than *they* (have)
You have written *this page* less neatly than *that*

(*b*)—When Intransitive Verbs are used, reference is made to their *Agents* only —

Ex —*You* write less neatly than *they* (do)

RULE XCIII —Put the following Adverbs of *Degree* before the Comparative Degree, with *than*, of Adverb of *Manner*, to express an increase or a diminution of the difference expressed by the Comparative Degree

*Much, a great deal, a little, far, rather, slightly* and *somewhat* —

Ex —You have written this page *much less neatly than* that
Pigeons fly *a great deal faster than* crows
They arrived *a little later than* we did
This boy reads *far more fluently than* the other
Sohan speaks English *rather* (or *slightly*, or *somewhat*) *worse than* Rohan does

RULE XCIV —(*a*)—Put *as* before and *as* after, the Positive Degree of an Adverb to express *equality* as the result of *comparison* —

Ex —You have written this page *as neatly as* that

* Observe, that when the tense of the first Verb is in the *Simple* form the second Verb is to be in the *Emphatic* form

(*b*)—Put *no* before the Comparative with *than* after, for the same purpose :—

Ex.—You have written this page *no less neatly than* that
You have written this page *no more neatly than* that

RULE XCV —Put *so* in place of the first *as*, in negativing sentences like the foregoing* :—

Ex.—You have *not* written this page so neatly *as* that

RULE XCVI —Prepositions used as Adverbs form their Comparative Degree with the aid of the Comparative Degree of an Adjective *of kindred meaning*, instead of with *more* or *less* —

Ex.—We went *farther up* the river *than* they did
These houses stand *closer together than* those
Those desks are *wider apart than* these
He went *farther into* the cave *than* I did
This man went *lower down* the well *than* the other did.
He climbed *higher up* the hill yesterday *than* he did the day before

RULE XCVII —(*a*) *Than*† is used with "rather," *to contrast* a *Noun*, an *Adjective*, an *Adverb*, a *Verb* or a *Preposition*, with the *antonym* of it‡ —

Ex —Rohan likes *play*, rather than *work*.
He is *lazy*, rather than *stupid* §
I wrote this *leisurely*, rather than *hurriedly* ||

---

* This rule does not apply to sentences of the form of the example to Rule XLII

† The ordinary use of "than" is *to compare*, not two *different* Parts of Speech, but two different degrees of *the same* Adjective or Adverb

‡ *The antonym* of a word is another word having an opposite signification to that word, (*See* Note to heading of Chapter VII)
If *antonym* is capable of being formed with "not" as *tired*, not *tired*, &c, the "not" may be used *alone* in *contrast* —

Ex —"I am *tired* rather than *not*"

This latter mode of expressing contrast is only used when the degree of difference is but slight The preceding example is equivalent to, "I am *only little* tired"

§ *Lazy* and *stupid* are not antonyms They can be *contrasted*, however, because the qualities they express produce a similar effect (*i e*, backwardness in a pupil)

|| *Otherwise* may be used in place of the second antonym (of an *Adverb*)

(a) He *seeks*, rather than *shuns*,* danger
(b) He *has sought*, rather than (he has) *shunned*,* danger,
(c) They *burnt* their city, rather than *afforded* shelter to the enemy

My height is *over* rather than *under* five feet

Observe in the above examples, that, *because the second term of the sentence is negatived by* "rather than," *one* of the Nouns only is *actually* the Object of the Verb, *one* Adjective only is the attribute of the Noun, *one* manner only is attributed to the Verb *one* action only is indicated by the Verb, and *one* relation only between the two Nouns is expressed (by a preposition)

(b)—"Rather" is placed, as in the following examples, *before* instead of *between* the two contrasted words, when the two Adjectives, Adverbs, &c, not being antonyms, yet have force *together* in the sentence, as stated in the preceding remark† —

Ex —He is *rather lazy* than stupid (i e, He is both lazy and stupid, but *on the whole*, laziness predominates )
I wrote this *rather hurriedly* than *leisurely*, (i e,) I wrote some parts of this hurriedly, and other parts leisurely ,

---

* In sentences of form (a), in which the two Verbs are absolute antonyms whether in or out of the sentence, *only contrast* is indicated by "rather" than

The two Verbs agree in Tense and in Mood, and the Nominative and the Auxiliary of the second Verb are omitted

In sentences of form (b), in which the two Verbs are not absolute antonyms, but are only antonyms as regards their sense in the sentences, "rather than" not only indicates *contrast*, but also *a selected alternative*, selected by *preference* The two Verbs agree in Tense but differ in Mood, and Nominative and the Auxiliary of the second Verb are omitted Either clause of the sentence may stand first —

"Ex —*Rather than*" afford shelter to the enemy, they burnt their city"

Sentences of form (b) will be treated of further on, with the Subjunctive Mood

† "Rather" does not change its place when concerned with *a Noun a Verb, a Preposition*

'More" may be substituted for "rather" when thus changed in place with Adjectives and Adverbs

'Rather" will frequently be found in literature separated from "than" and placed nearer to the beginning of sentences than prescribed by these rules, more particularly when the Verb concerned is in a *Compound* form Departure from the Simple Rules given in this book is however, *a matter of style* and *effect*, and cannot be safely practised by beginners.

but, *on the whole*, it is written more hurriedly than leisurely.

In sentences of the form of the above, "on the whole" may be put in the usual place of the Adverb of Manner

(*c*)—The necessity for expressing *contrast* by using "rather than" is usually brought about by the character of the context, as in the following examples —

Ex.—Does Mohan *assist* you ? No, he hinders, *rather than assists* me

How does Mohan *assist* you ? Not much, and not well He hinders *rather than assists* me *

(*d*)—"Instead of" is used for "rather than," when the idea of *substitution*, as well as of *contrast*, is intended to be conveyed —

Ex —*Work*, instead of *play*, now occupies most of Rohan's time.

He is now *diligent*, instead of *lazy*

I wrote the letter *leisurely* instead of *hurriedly*

Since his recent defeat,† he *shuns*, instead of *seeking*‡ the enemy

You have entered Mohan's height *wrong* in the list He is *over*, instead of *under*, five feet

RULE XCVIII.—"Than" § is used with "else." to *contrast* a Noun with the Compounds of *no*, *some* and *any* —

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* If it be considered possible both *hindering* and *assisting* can be carried on *at the same time*, the above sentences would stand thus —

Ex —He *rather* hinders *than* assists me.

† Observe, that the Adverbial Phrase with "since" is here placed *before*, instead of *after*, the Verb it qualifies (See Rule XXXVI ) Transposition of Phrases and Clauses is a matter of *style* and *effect* The effect here of the transposition is, to make more prominent the Adverbial Phrases of Time

‡ "Instead of" being a Preposition, the Verb following it must be put into the form of a *Noun* i e, of a Participle

§ "'Else,' when used with the Compounds of *no*, *some*, and *any* which represents *a person* takes other form of the Possessive Case The other Compounds take the Norman form only —

Ex —This is Durga s pony, and *nobody else's*

These are the ruins of a temple and *of nothing else*

In the preceding examples, the clause with "and" is added to emphasize the *possessor* in the first clause

'but.' may be used instead *of* "else than" with the compounds of *no* and *any*

'But.' or "except" *must* be used instead of "else than" with the compounds of *every* "Else" is used with all those compounds, when the second member of the contrast is omitted (as understood )

n *Durga* saw me do it
se than *Durga* in the room
y *one else* than *my brother* there ?
ng else than this

—"Than" * is used with "other" to
nother Noun preceded by *no*, *some*, or

y than *Durga* saw me do it
ner *boy* than *Durga* in the room
*any* other *man* than *my brother* there ?
other *book* than *this*

ne Plural of "other," but "than," or
*nd* of the two contrasted terms, must
ors" is used —

*other* books *than* these ?
*other* books *than* these , or,
no *others*

with "than," conveys the idea of

idea of *inclusion* or *addition*, "besides"
or "than" —

oy *besides* Durga saw me do it
other boys *besides* Durga in the room
*rs* in the room (See *x* above)
e any other man *besides* my brother there ?
ne other book *besides* this

tence with
ne other book *than* this

" is used with "otherwise," *to contrast*
) with the *antonym* of it (understood by

n this *otherwise* than *hurriedly*, (i e , I have
, *leisurely* )
this *by design*.

---

un of an Abstract *character*, "other," and "than'

you no excuse, *other than* this !

## EXERCISE XXII

**A.—Translate into Urdu.—**

Durga translates into English *far more correctly than* Sohan does. I passed my last holidays *otherwise than* happily. There was great sickness in our family during the whole time. This statement is vague *rather than* definite. I do not clearly understand it. Your explanation of this matter, Munna, partially, *rather than* completely satisfies me. I require further* explanation. He makes this particular error in spelling *very much oftener than* he does that. The boys in this class are sitting *farther apart* to-day *than* they were yesterday. The desks of that class were standing *wider apart* yesterday *than* they are to-day. The teacher has just placed the desks of his class *closer together than* they were before. Why are those boys sitting *so close together*?† Because there is hardly enough room for them all on the seat. Why do those boys sit *so far apart*? Because their seat is *much longer than* the others. Mohan wastes his valuable time. He spends it on trivial occupations, *rather than* on important studies. Is not the time passing *more pleasantly* than it did yesterday? He gave me no *other* ‡ reason *than* this for his absence. He gave me this reason *and no other*,‖ for his absence. Is he friendly to you? No, he is *otherwise than*

---

* "Farther," refers to *actual* space or distance, and is used with both *Common* and *Proper* Nouns.

"Further" is used with *Abstract* Nouns only.

† Supply the ellipsis —"*as* they are."

‡ See first note on next page.

The first of these two forms is used in *contrasting Common* Nouns only, the second, or Grammatical form is used in *contrasting Common* Nouns only, the second grammatical form is used more commonly with *Abstract* Nouns, third form, (noted†) with "and" is used to indicate a greater degree of *contrast*.

‖ In sentences of this form the Verb and its completion (*he gave me*) is understood after "and."

friendly* to me You have acted *otherwise than* honourably* in this matter How far along the road did you go with him? I did not go far. I went with him *no farther than* the third mile stone from here † All islands are unapproachable, either by friends or enemies, *otherwise than* by sea My teacher has been very kind to me He has forgiven me, *instead of* punishing ‡ me My brother reached home much *sooner* § *than* I did My brother arrived home *much earlier*§ than I did How far across the river did they swim? Mohan swam half-way§ across, and Sohan swam right|| across Did he go far into the cave? No, he went *no farther than* the entrance

---

* The use of "otherwise than" renders a sentence less discourteous in expression These sentences *might* run thus —"He is *inimical* to me' You have acted *dishonourably* in this matter

† "Here" and "there" are commonly used as Nouns instead of, "this place," and "that place" The *particular* place is understood from the context

‡ 'Instead of," being a Preposition, must be followed by a Noun, or a Pronoun Hence, the second of the two Verbs contrasted by "instead of," must be in the form of Participle

§ Like *since* and *ago—too* and *very*, "early" and "soon" are, incorrectly used as synonyms by beginners

"Soon" and "early" are *partial* not *complete* synonyms

"Soon" and "tardily" are antonyms, "early," and "late" are also antonyms

'Soon" conveys the idea of—"in a short time", and refers rather to a *period* than to a *point* of time

"Early" conveys the idea of—"before a certain *point* of time more or less definitely fixed," and refers rather to a *point* than to a *period* of time —

EX —He *soon* went away
He went away *early*

"Soon" *prescedes* the Verb which it qualifies, "early" *follows* the Verb which it qualifies

"Tardily" and "late" are placed according to the general rule for the placing of Adverbs

The comparative and the Superlative Degrees of all these Adverbs also follow the general rule

Observe that in the Exercise "to reach" indicates a *continuous* action and therefore requires *sooner*, and that "to arrive" indicates an *instantaneous* action and therefore requires *earlier*

|| These are Adverbs modifying Prepositions

My recent speculation has led to loss, *rather than* gain The teacher went *further* into the matter *than* we did He soon got to the bottom of it.

An examination into his accounts showed the existence of increase, *rather than* of a decrease, in the annual profits of his business He took *further* notice of the matter *

Durga lives *no farther* from the school *than* you do. Why does he not come to school *as early, as* you do? Bacause he does not start *so early*, and walk *so fast as* I do

I see guilt, *and not* innocence, in this man's face.

To how many people have you told this? I have told it to *no one else than* to Shankar I have told it to Shankar *and no one else* † I have told it to Shankar *only*.

Where is Rohan? He has gone home *Everybody else* has stayed behind Have *any other* man *than* these been working in your garden to-day? No, *no others*‡ have been working there to-day Mohan goes home with Ratan *oftener than* Shankar does Durga has translated these sentences far *more correctly than* he has‡ those. My elephant carries his heavy load *much more easily than* your camel does§ his The gardener has been working for himself to-day *more industriously by far than* for his master. The crowd in front of the jail gate became *more and more*‖ *noisy* every minute Behari, *such* mistakes *as* these occur in your exercise *oftener*

---

* Supply the ellipsis —"*than* the notice he had already taken"

† Observe, that there is an ellipsis (than to Shankar) after "else" when the form of sentences with "and" is used *The contrast* is made more emphatic when this form "and" is used

‡ "Others," i e, *other* men *than* these The second form is the more emphatic

§ "Observe that the principal Verb is omitted This second form of *comparison* or of *a contrast* is commonly elliptical, except when unusual emphasis is required"

‖ The sign of the Comparative Degree, or the Comparative Degree itsel is thus doubled to indicate *continuous* increase or decrease of a quality This doubling is followed by an Adverb of (*continuous*) Time, either expressed or understood.

*and oftener* every day. Why are you *so careless*? Why are you not *more careful*?

Why do you use red ink, *instead of* black? Because *no other* ink *than* red answers my purpose. He never sits *anywhere else than* on this seat. He always sits on this seat, *and nowhere else*. Is there *any one else's* horse *than* mine at the gate? No, there is *no one else's* horse there. I have never met with *such* mistakes *as* these *anywhere else than* in Sohan's exercise. I always meet with *such* mistakes *as* these in Sohan's exercise, *and no where else*.

Sohan, you look *ill*. What is the matter with you. I am *tired*, rather than *ill*. Sohan, you are *ill*. What is the matter with you? I am *tired*, and not *ill*.

You have made a vague, *instead of* a definite, statement. I see guilt, *rather than* innocence, in this man's face. He has taken away *some body else's* umbrella *instead of* his own.

Rohan's name stands *lower down* in the list *than* Sohan's. How far round the garden did you go? I went *half way round*, Sohan went *a little farther round*, and Mohan went *all the way round*.* The complexions of the Europeans of the countries on the shores of the Mediterranean Sea are swarthy, *rather than* fair.

Have I done my Grammar Exercise well, Sir? No, Rohan, you have done it far from† well. You have done it *rather* carelessly *than* not.‡

Do you see Ratan's kite? It is mounting *higher and higher* every moment. He gained his end *more* by persuasion *than* by force. The elephant and the camel carry heavy loads *more easily than* any other beasts of burden do. Each member of the School Committee expressed his opinion *more*

---

* Or "right round." (For Synonyms, see note on the following page.)

† Far from *i. e.*, by no means, not at all.

‡ "Not," the Adverb being understood, may stand (like "otherwise") for the antonym of the Adjective already expressed in the sentence (*Cf.* Rule C and note† to Rule XCVII.)

*decidedly than* before against a Wednesday half holiday Is there *anything else than* books in that cupboard? No, there is *nothing else than* books in it The Daftri has ruled the lines on this page *wider apart than* the lines of the pattern are They are much too wider apart He makes mistakes in spelling *seldomer than* his brother does You make *such* mistakes *as* these *less often than* he does Our gardener has been working this week *less industriously than usual* * The whole School Committe objects *no less strongly*† *than* before to a Wednesday half holiday The crowd in front of the jail gate became *noisier and noisier* every minute You have made a vague *instead of* a definite statement There is now an increase instead of a decrease in the annual profits of my business Why do you use red ink *rather than* black? Because red ink *and nothing else*, answers my purpose Mohan spends most of his time in play, *instead of* in study That man speaks very indistinctly. He mumbles, *rather than* speaks How many people have you told this to? I have told *it* to *no one but* Shankar I have told it to Shankar and to *no one else* Did you see *any one else than* Behari in the garden? No, sir, *no one but* Behari, is there What is there in that cupboard? There are old books in it, *and nothing else* I passed may last holidays unpleasantly, *rather than otherwise* There were *no fewer than* three deaths in our family during that time Is he unfriendly to you? No, he is friendly to me *rather than otherwise* He went five miles out of his way *rather than* meet‡ me. The policeman has run away *instead* of keeping guard § One of those ships has anchored *much closer*‡to the shore *than* the other has

---

* " Usual" is used as an idiomatic contraction " he usually does "

† " Now," or " then," is understood here, as a contrast to " before," according as the Tense of the verb is present or past

" Quite as strongly as," is equivalent to, " no less strongly than."

‡ See Ex (*a*) and note to Rule XCVII (*a*)

§ Supply the ellipsis —"*than* on the previous day."

You do your work *better and better* every day * I do not see a single error in *to-day's* Translation Exercise I do not see a single error in *your* Translation Exercise *of to-day*

The gardener has placed the rose bushes *closer together than* the myrtles He did this mischief by accident *rather than* design

Sohan, why did you walk home this evening *instead* of riding? Because my horse was *rather troublesome than* not Sohan, why do you ride your mare *rather than* your horse? Because she is *less troublesome than* my horse

There is room on these seats for plenty *more* boys There is plenty of room on these seats for *more* boys There is an unnecessary noise in the next room, *rather than* the ordinary noise of work I now hear only the ordinary noise of work in the next room *instead of* an unnecessary noise

Why are these boys doing nothing? Are they ill? No, Sir, they are *tired*, rather than *ill* † They have just come in from rail

My two little brothers, Rohan and Mohan, have jumped backwards and forwards over this hedge Rohan jumped clean‡ over it Mohan jumped *through* the hedge, *instead of over* it

He travelled from Allahabad to Calcutta by rail, *and not*§ by boat

He travelled from Allahabad to Calcutta by rail, *rather than*§ by boat

He travelled from Allahabad to Calcutta by rail, *instead of*§ by boat

---

* Observe, that when these *Nouns of Time* are thus used as Adjectives, they must be put into the Norman Possessive Form when preceded by a *distinguishing word*

† Contrast is sometimes made with "rather than" between words which are not antonyms The contrast here is between two conditions, not, themselves, similar, but the visible effect of which (*languor*) are similar

‡ "Clean" i e, (*quite right completely, clear, entirely*)

§ "And not," with Verbs indicates a Negative without indicating the reason of it "Rather than," indicates a Negative accompanied by the reason of it (*choice of the Agent*) "Instead of," indicates a Negative accompanied by the reason of it—(substitution, from *obligation* or from *choice*)

What boy has done this mischief in my garden ? No boy has done this mischief A monkey, *and not** a boy, has done it. A monkey, *rather than** a boy, has done it

Did not a wolf carry off this poor woman's only child ? No, a leopard *and not* a wolf, carried it off I saw the leopard do it A leopard *rather than* a wolf carried it off Do you not see the foot-prints of a leopard ?

---

* "And not," with Nouns, also indicates a Negative which is a *matter of fact*

"Rather than," indicates a Negative which is *a matter of opinion* (of the speaker)

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B —Translate into English —

(۱) تمھارے بہ نسبت دُرگا مدرسے سے زیادہ دور رہتا ہے — پھر وہ تم سے دیر
کرکے مدرسے میں کیوں نہیں پہونچتا ؟ — اِس واسطے کہ وہ گھر سے سویرے روانہ
ہوتا ہے اور مجھ سے جلد چلتا ہے — اِس شخص کے چہرہ سے مجھے اسکی بیگناہی
ثابت ہوتی ہے — تمنے اپنے دوست و آشناؤں سے یہہ راز کہا ہے ؟ — میں فقط
بہاری سے کہا ہے — میں بہاری کے سوا کسی سے نہیں کہا ہے — روھن کا ٹٹو کہاں
ہے ؟ — اوسنے اپنا ٹٹو گھر بھیج دیا ہے اور سب کے یہاں ہیں — کیا اِس ہفتہ
میں اِن کے سوا اور بھی گائیں تمھارے کھیت میں چری ہیں ؟ — نہیں اور گائیں
نہیں چریں — بہ نسبت بہاری کے رتن کے ساتھہ شنکر کم کھیلتا ہے — شنکر بہ
نسبت بہاری کے بہت کم کھیلتا ہے — باغبان نے باغ میں بہہ گلاب کے درخت اور وہ
آم کے درخت اِس قدر ہوشیاری سے قلم کیئے جسقدر کہ اور درخت و جھاڑیاں قلم کی
ہیں — میرے نوکر بہ نسبت اوکے نوکروں کے بہت خوشی کے ساتھہ کام کرتے ہیں —
کیا آج باغبان اپنے واسطے بہ نسبت اپنے آقا کے بہت زیادہ محنت نہیں کر رہا ہے ؟
— شعاع جایکہ سامنے بہتر ہر ساعت زیادہ ہوتی گئی — ہاے — ہر ہفتے میں میں
ایسی ایسی غلطیاں تمھارے ترجمے میں زیادہ ہی پاتا ہوں — میری اصلاحوں کو
تم زیادہ توجہہ سے کیوں نہیں دیکھتے ؟ *

(۲) اوس پتلی رسی کے بدلے اِس موٹی رسی کو کیوں اِستعمال کرتے ہو ؟ —
اِسواسطے کہ موٹی رسی میرے مطلب کی ہے اور کوئی رسی میرے مطلب کی نہیں
ہے — تمھارے چچا نور محمد کہاں رہتے ہیں ؟ — جناب وہ اِس گاؤں میں رہتے
ہیں — وہ سوائے یہاں کے اور کہیں نہیں رہتے — موہن کے چچا کے باغ کے سوا اور

کسي کے باغ میں میں نے ایسے بڑے اور لذیذ خربوزے جیسے یہہ ھیں نہیں دیکھے — میرے روپے کے اتنے تھوڑے آم کیوں لائے ؟ — اِسواسطے کہ تمنے کہا تھا کہ تھوڑے سے عمدہ آم لانا — مگر بہت سے بڑے آم نہ لانا — اِس شخص کے چہرے سے بیگناھي ثابت ھوتي ھے گو یہ بات نہیں ھوتا — دُرگا بہاري کي نہ نسبت انگریزي بہت صحت اور فصاحت کے ساتھہ بولتا اور لکھتا بھي ھے — اِس پولیس کے سپاھي نے جو کیفیت قیدي کے حوالات سے بھاگ جانے کي بیان کي اوس سے صاحب مجسٹریٹ کو مطلق اِطمینان نہیں ھوا — اِس کیفیت سے قیدي کي چالاکي ثابت ھوئي — پولیس کے سپاھي کي ھوشیاري نہیں ثابت ھوئي — اِس مقدمے میں صاحب مجسٹریٹ زیادہ تحقیقات کر رھے ھیں *

( ۳ ) کیا آپ اِس دفعہ کے لڑکے کي نہ نسبت کل کے بہت علیحدہ علیحدہ نہیں بیٹھے ھیں ؟ — نہیں — جناب آپ اس دفعہ میں کل کے نہ نسبت کم لڑکے ھیں — یہہ لڑکا اِس دفعہ میں دوسرے سے بہت بڑا ھے — دُرگا کا کنکووا اب اِتنا اونچا ھوا نہیں ھے جتنا کہ ایک مدت پیشتر تھا — اِس دفعہ کے یہہ دو میزیں ایک دوسرے سے زیادہ قریب ھیں نہ نسبت اور دو میزوں کے — اِس کمرے میں موھن کا تمام وقت بیہودہ کاموں میں صرف ھوتا ھے — مفید کتابوں کے مطالعہ میں نہیں صرف ھوتا — کیا آپ کل کي نہ نسبت وقت بہت آسائش کے ساتھہ نہیں گذرا ؟ — ھاں کل کي نہ نسبت بہت آسایش کے ساتھہ گذرا ھے — ھماري اوقات مفید کام میں گذر رھي ھے بیفائدہ کھیل کود میں نہیں ضائع ھوتي — کیا اوسنے اپني غیر حاضري کي اور کوئي وجہہ سواے اسکے تم سے نہیں بیان کي — نہیں اوسنے مجھسے یہي وجہہ بیان کي — ایسے ایسے معاملات جو میں کرتا ھوں بہت سمجھہ بوجھہ کے کرتا ھوں — ایسے ایسے معاملات میں بے سمجھے بوجھے نہیں کرتا ھوں — یہاں سے کتني دور تک تم اوس کے ساتھہ سڑک پر گئے ؟ — میں ایک میل تک اوسکے ساتھہ گیا — تمنے اوس شخص کے معملات میں اوسکے ساتھہ اِنصاف مطلق نہیں کیا — وہ اُس شخص سے بے اِنصافي کر رھا ھے — اوسے جرم کے بدلے اوسے سزا دي *

( ۴ ) میں اپنے بھائي کے نہ نسبت بہت دیر کرکے گھر پہونچا — سوھن سیدھا تیرتا ھوا دریا کے پار چلا گیا — اور موھن آدھي دور تک تیرا — وہ شکاري کہ میں کہاں تک گیا ؟ — وہ کہو کے مہارے سے چند ھي گز آگے گیا — آپکے معاملات کا کیا نتیجہ ھوا ؟ — اوسنے فایدہ ھوا نقصان نہیں ھوا — سوھن اور

موھن کي لڑائي کے معاملہ میں مدرس نے زیادہ تحقیقات نہیں کي — کیا روھن کا نام موھن کے نام سے فہرست میں نیچے لکھا ھے ؟—میں نہ نسبت اوسکے زیادہ دیر تک باغ کے گرد پھرا—وہ تھوڑي ھي دور اوسکے گرد گھوما — مگر میںنے قریب قریب پورا دورہ کیا—بحرہ روم کے کنارے جو ملک ھیں وھانکے لوگ کس رنگ کے ھوتے ھیں ؟ — وہ گندمي رنگ کے ھوتے ھیں گورے نہیں ھوتے—اونکا رنگ اس قدر گورا نہیں ھوتا—گندمي ھوتا ھے—رتن کا ٹکڑا ھر منٹ اونچا ھي ھوتا جاتا ھے—کیا اوسنے زبردستي سے اپنا مطلب نکالا ؟—نہیں زبردستي سے نہیں بلکہ سمجھا بوجھا کر اپنا مطلب حاصل کیا — ھاتھي اور اونٹ کے نہ نسبت اور بار برداري کے جانور کم آساني سے بھاري بوجھا لیجاتے ھیں—ممبران کمیٹي مدرسے نے نسبت نصف تعطیل چھار شنبے کے کیا راے دي ؟—ھر ایک ممبر کي راے نصف تعطیل چھار شنبے کے مختلف تھي موافق نہ تھي — اون سب نے سارے دن کي تعطیل کي راے دي ھے —

( ٥ ) اِس الماري میں کتابوں کے سواے اور کچھہ نہیں ھے — اوس الماري میں فقط کتابیں ھیں — اس الماري میں سواے کتابونکے اور کچھہ نہیں ھے — کیا اِس صفحہ پر سطریں دور دور ھیں بہ نسبت دوسرے صفحے کے ؟—اِس صفحے پر کچھہ سطریں قریب قریب ھیں اور کچھہ دور دور ھیں — کیا وہ یا اوسکا بھائي اکثر ایسي غلطیاں اِملا میں کرتا ھے ؟ — وہ نہ نسبت اپنے بھائي کے ایسي غلطیاں اِملا میں بہت کم کرتا ھے—وہ اور قسم کي غلطیاں اپنے بھائي سے زیادہ کرتا ھے — ڈرتا — آج تم خلاف معمول سویرے کیوں آئے ؟ — اِسواسطے کہ مجھکو آج جلد مدرسہ جانا تھا — اوسنے میرے سلام کا جواب نہیں دیا — اون سب نے میرے اِنتظام پر بہ نسبت سابق کے کچھہ بھي اِعتراض نہیں کیا — میںنے اونکے اِنتظام پر ویساھي اِعتراض کیا جیسا کہ پہلے کیا تھا — میں آپکي خیرعافیت کا ھر روز زیادہ خواھاں ھوں — یہہ بیان میرے کس کام کا ھے — تانبے کي نہ نسبت پیتل اس کام کے واسطے زیادہ درکار ھے — تانبا بہت نرم ھوتا ھے *

( ٦ ) اب موھن اِسقدر اوقات پڑھنے کے بدلے کھیل کود میں نہیں ضائع کرتا — اور نہ اِسقدر روپیہ کھلونے اور مٹھائي میں صرف کرتا ھے جسقدر کتابوں میں صرف کرتا ھے — شنکر کے سواے اور کوئي ایسي غلطیاں نہیں کرتا ھے — کیا بہاري کے سوا اور کوئي بھي باغ میں تھا ؟ — نہیں جناب — بہاري کے سوا اور کوئي نہ تھا — پانچ ھفتہ کي مدت میں دس شادیوں سے کم ھمارے گاؤں میں نہیں

هوئیں — یہہ بہادر سپاہي نہ نسبت اپنے همجنسوں کے دُشمن کے لشکر کے زیادہ قریب گیا — اب وہ اپنا کام کیونکر انجام دیتا هے ؟ — اب وہ روز بروز اچھي طرح کام کرتا هے — موھن کے حذر و مقابلہ کي مشق میں آج ایک غلطي بھي نہیں هے —دل کا کام آجکے کام سے بہت آسان تھا — باغبان نے مہندي کے درخت گُلاب کے درختوں سے زیادہ دور دور لگئے هیں—کیا موھن نے یہہ قصور سہواً کیا یا عمداً ؟ — جواب — اوسنے سہواً یا عمداً نہیں کیا — سوھن کل شام کو تم پیدل گھر گئے تھے یا سواري پر گئے تھے ؟ — میں پیدل گھر گیا تھا—میرے گھوڑے نے ذرا حرامزدگي کي — سوھن تم در آمدہ میں کیوں بیٹھے هو باغ میں کیوں نہیں بیٹھتے ؟ — اِسواسطے کہ در آمدہ میں نہ نسبت باغ کے هوا کم آتي هے *

( ۷ ) وہ لڑکا اِسقدر زرد کیوں هو گیا هے ؟ — کیا وہ بیمار هے ؟ — نہیں جواب — وہ بیمار نہیں هے بلکہ کھسیانا اور خفا هے — تمنے اِلہ آباد سے کلکتہ تک ریل پر کیوں سفر کیا کشتي پر کیوں نہ کیا ؟ — اِسواسطے کہ کشتي پر جانے کو مجھے دیر هو گئي تھي—اِلہ آباد سے کلکتہ تم کشتي پر کیوں نہ گئے ریل پر کیوں گئے ؟ — اِسواسطے کہ کشتي کے نہ نسبت ریل جلد جاتي هے — اِلہ آباد سے کلکتہ تم ریل کے بدلے کشتي پر کیوں گئے ؟ — اسلیئے کہ ریل پر جانے کیواسطے میرے پاس روپیہ نہ تھا — ابھي کون لڑکا کھڑکي میں سے گیا ؟ — ایک مرد کھڑکي میں سے گیا لڑکا نہیں گیا — ابھي کون لڑکا کھڑکي میں سے گیا ؟ — لڑکا نہیں گیا بلکہ مرد گیا — اُسکے قدم کے نشان بڑے تھے — کیا آج دُرگا اِس میز پر بیٹھا تھا ؟— نہیں — دُرگا کے بدلے بہاري وهاں بیٹھا تھا — اونہوں نے آج ایک دوسرے سے جگہہ بدلي *

# CHAPTER XXIII.

## The Infinitive Mood.

In *Simple* sentences, the Infinitive Mood,* or the Infinitive and its completion, with the sign *to*, may be used in the following places, and for the purposes stated in the following Rules :—

Before or after a Neuter Verb
" " a Transitive Verb
After an Intransitive Verb
" another Infinitive Mood
" an Adjective completion of a Neuter Verb
" the adverbs "when," "where" "how" and "why"

RULE CI —(*a*) Put the Infinitive before the Verb "to be" as its Nominative —

Ex —*To be attentive and diligent* is the duty of every student

(*b*) When the Infinitive is the Nominative of a Neuter or of an Intransitive Verb, it is more usual to put *it*† for the Nominative, and to put the Infinitive *last* .—

Ex —*It* is the duty of every student *to be attentive and diligent*
*It* grieves me to *see you weep.*
*It* is‡ impossible *to do that*

(*c*) In order to render a sentence beginning with "*It is*" less abrupt and more polite, it is common to substitute for "to be" the Verb *find*, *believe*, *think*, *consider*, *imagine*, &c , with *it* for the object These Verbs thus used may be considered as *active* modifications of the *Neuter* Verb "to be" —

Ex —*It is*‡ difficult to write well on thin paper
*We find it* difficult to write well on thin paper

---

* The Passive Infinitive may also be thus used See Chapter further on

† See Chapter XVIII

‡ In sentences of this kind, the agent of the Infinitive is some *undefined* person *understood* —

Ex.—It is impossible (*for any one*) to do that
It is difficult (*for any one*) to write well on thin paper

II —To emphasise an assertion, there may be t an Infinitive and its completion, conveying idea which prompts the making of the parti- —

*o tell the truth,* (b) I did strike him

emphasising clause (a) conveys the abstract *ess*, which prompts the making of the assertion. re can be no doubt of *the intention* of the king the assertion

of the above construction may be regarded as transposed forms of sentences like the follow- both the subject and the completion of " to tives —

*y* (b) "I did strike him," *is* (a) to tell the truth

sising Infinitive clauses of the sentences con- which are comprised in Exercise XXIII, con- ly the following abstract ideas —

*ess*, (b) *bluntness*, (c) *candour*, (d) *justice*, (e) *succinctness*,

III —Put the Infinitive after " to be "* or its hen the Nominative is *inanimate*, to indicate *purpose* of the Nominative —

Here† is some *water to drink*
These *maps* are *to copy from* ‡
There have been no *books to read.*
Is there *nothing to eat?*
There is *time*§ *to finish our work*
These *desks* are *to write on* ‡
*Chairs* are *to sit upon* ‡
It is *time*§ *to go home* *Time to go home is*

---

'ense of "to be" can be used with Rules CIII and CV, but VI ' To seem to be,' and "to appear to be," may some to be"

Rule LXXXI

I It is only in interrogative sentences, and in Infinitive sitions are separated from the Nouns they govern —

Ex —What are you looking *for?*
Chairs are to sit *upon*

§ i e., "There is no time *enough* to finish our work," and, It is neces- sary (for us, you, him, &c ) to go home *now*"

RULE CIV —(*a*) Put the Infinitive after "to be,"* when the Nominative is *animate*, to indicate the *obligation* of the Nominative (i e, the settled or pre-arranged action of the Nominative) —

Ex— You are *to answer this question*
I am *to remain here*
My horses are *to run at the races*
Mohan was *to learn Persian.*

(*b*) In sentences like the examples of this and of the preceding rule, when the Nominative is inanimate, or is animate and generic and is preceded by a Possessive Pronoun, a Demonstrative Pronoun, or a Noun in the Possessive Case the sense is varied, as in Rule CIX, by putting the Nominative *after* the Verb :—

Ex —These *maps* are to copy from (*obligation* )†
These are *maps* to copy from *choice* or *suitability*
My *knife* is to mend pens with
Mine is a *knife* to mend pens with
Durga's *horse* is to run races
Durga's is a *horse* to run races

(*c*) Use "ought"‡ instead of the Present and the Past Tenses of "to be," when the obligation rests with the Nominative itself —

*I am to remain* here (because *my father told me* to do so)
*I ought to remain* here (because I *consider it right* to obey my father who told me to remain here)

(*d*) Since "ought" has no Form for the Past Tense, Past Time in regard to "ought" is indicated by putting the accompanying Infinitive into the Form —

Ex —I *ought to have remained* here

(*e*) The Past Infinitive follows the Past Tense of "to be" in the Subjunctive Mood only :—

Ex —I *ought to have gone* there.

---

* Only the Present and the Past Tenses of "to be" are used with the Infinitive for this purpose

† In (*a*), (*b*) the *obligation* or *compulsion* is external form, and independent of the Nominative

‡ Observe, that all the combinations (of the present Tense) of "to be" "to have," and "ought," with the Infinitive Mood, convey an idea of Future Time, and that the Adverbs of Time used with them must indicate Future Time.

RULE CV.—Put the Infinitive after "to be" when the Nominative is *an Abstract Noun,** to indicate *the aim* or *object* of the Nominative, to indicate *the equivalent* of the Nominative† —

Ex —My *duty* is *to punish you*
Sohan's *object* was *to avoid work*
The prisoner's *intention* was *to escape*
His *habit* was to *sleep sound* ?
Ratan's *ambition* has been *to gain a prize*

RULE CVI —Use the present Tense of "to have,"‡ instead of that of "to be" with either an animate or an inanimate Nominative, to indicate a greater degree of *obligation* than in rule CVI —

Ex —Ratan has *to sell a horse*
I have *to buy a horse*
These maps had *to lie on the table*
Sohan has had *to write a letter*
They have *to sleep on the ground*
This pony has *to carry a half maund load*

RULE CVII —Use the Past Tense of "to have," with "better" or "best" followed by the Infinitive Mood (with "to" omitted), to indicate either the adoption (*by* the first Person), on the sugestion (*to* the *2nd* or *regarding* the *3rd*) of the action expressed by the Infinitive —

Ex —I *had to go* (See Rule CVI )
I *had* better *go* (*i e*, It will be better for me to go *than* not to go )
You *had* better *go* (*i e*, It will be better for you, &c )
He *had* better *go* (*i e*, It will be better for him, &c )

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* *i e*, Abstract Nouns which indicate *state* or *conditions of mind* such as, *intention*, *duty*, *inclination*, *wish*, *desire*, *expectation*, *ambition*, *object*, *objection*, *interest*, *plan*, &c Some of these Nouns, derived from Verbs take those Verbs, in place of the Noun and "to be," Ex —The prisoner *intended* to escape.

† Sentences constructed after this rule, more commonly take the form with *It*, as in Rule CI (*b*) —" It is my duty *to punish you*"

‡ Here, "to have," is *not* equivalent to "to possess" *See* Note† to Rule CIX

RULE CVIII.—(*a*) Use "had," in the First Person *only*,* with the Infinitive Mood, and with "rather—than," to indicate *preference*. The 2nd term of comparison need not of necessity be *expressed*, should it already have been *expressed* in another sentence, whether a question or otherwise —

Ex.—I *had* rather *go* than *stay*

(*b*) When the sentence contains a negative, the second term of the contrast is *understood* instead of being *expressed* —

Ex —I *had* rather *not go* than go

RULE CIX —(*a*) Put an Infinitive and its completion after "to have" with *animate* † Nominative only and with the completion of the Infinitive *before* instead of *after*, the Infinitive, to *inclination* or *choice*, instead of *obligation*, as in Rule CVI —

Ex —Ratan has‡ *a horse to sell*
I have *a horse to buy*
Sohan has had *a letter to write*
They have *the ground to sleep on*
These trees have *good soil to grow in*

(*b*) When *obligation* and *inclination* or *choice*, to perform the action expressed by the Infinitive, *both* are possible to the Nominative, each form of the sentence conveys a clear, though different, sense, and may be used according to the sense to be conveyed —

Ex.—I have *to do some work* (*obligation*)
I have *some work to do* (*inclination*)

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* "Would" is used with "rather than" in the 2nd and the 3rd persons and with "had" in the First person That is to say, the Indicative Mood is used in the First Person, because a person can speak *assertively* of his own "preference" while the Subjunctive Mood is used in the 2nd and the 3rd Persons, because a person can only speak *assumptively* of another person's "preference"

† Because *inanimate* Nominatives are incapable of exercising *inclination* or *choice*

‡ Here, "to have," is equivalent to "to possess" *See* Note|| to Rule CVI

(c) When only one of the two is possible to the Nominative, only one form of the sentence can be used —

Ex —These trees have *to grow in good soil*
These trees have *good soil to grow in*

Here the *first* form cannot be used, because trees cannot be *compelled* or *obliged* to grow The second form can be used, because trees have an *inclination* to grow in good soil —

Ex —This book has *to lie on the table*
This book has *the table to lie on*

Here the *second* form cannot be used , because a book having no kind of life whatever, can have neither *inclination* nor obligation

## EXERCISE XXIII.

**A —Translate into Urdu —**

I *had* rather *be* a dog, and *bay* the moon, than such a "Roman"* I started late on my journey here, because† I *had to make* some arrangements with my agents first *To speak* good English *is* worth some pains His condition is most miserable He has no *clothes to wear*, no *food to eat*, and no *house to live in* There are no *flowers* in that garden, *pretty to look at*, and *pleasant to smell* Why did you walk home last night instead of riding? Because there *was no horse* for me *to ride* *Did* you, or‡ *did* you *not lend* your

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* Shakesper's *Julius Cæsar*, Act IV Scene III Supply the ellipsis, "be" after "than," and "as I have depicted," after "Roman" See Rule XCI If however, the clause with "rather than" come first in the sentence, the second clause is constructed differently —

Ex —Rather than be such a Roman I *would be* a dog, and (*would*) *bay* the moon

† Ex —See note‡ § to Rule LXXXVII (*e*)

‡ Observe that the Adjective belonging to the Nominative, connected by this rule with an Infinitive, has also an Adverbial relation to the Infinitive It is, therefore, put *after*, instead of the Noun it qualifies, so as to be nearer to the Infinitive, which it also qualifies

*horse* to Roban *to carry* some grain from the market to his house? I did not.* My horse is *a horse to ride*, and not a *horse to carry* grain. It *is* my *intention to sell* my piebald pony mare as soon as possible, for as much as possible. The hunter's *object was to divert* the attention of the lioness from her cubs. *It was the object* of the lioness *to hide* her cubs from the sight of the hunter. We *had to shut* all our doors and our windows. Why is this horse so fatigued? Because he *has had to carry* an unusually heavy load to a greater distance than usual. *It is* of no advantage to you for me *to correct* the same mistakes over and over† again for you. The French army retreated from Moscow, in the middle of the winter, through a hostile country, because the inhabitants of that city burnt it. I *am to watch* the man at their work, because my father *has* other business *to attend to* elsewhere. I want *a knife to mend a pen* with, and not a *knife to carve wood* with. Durga, is your knife *to mend pens* with? No, Sir, mine is a knife *to carve wood* with. It is not *one to mend pens* with. We have no *reason to believe* him *to be guilty* of any thing else than indiscretion. I *have to go* to bed early to-night, because I *have to get up* early to-morrow morning. This load of wood is *far too heavy* for that weak little pony. Why do you wear thick woollen clothing in this hot weather? *Had* you not *better wear* thin cotton clothing. *You have to finish* this work before sunset, have you not?‡ *Have* you not *to finish* this work before sunset?‡

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* Observe that when the question contains an alternative (indicated by a clause with or) the answer should contain neither "no" nor "yes."

† Or "again and again." The words are doubled for the sake of emphasis.

‡ The first of these two forms of sentences, consisting of an assertion followed by the same assertion in the form of question noticed in Rule XLII, is less polite than the second form.

Have you solved that problem yet, Rohan? (a) *To tell* the truth*, Sir, I have not. *Have* you *assisted* Rohan to *solve* this problem, Mohan, in spite of my orders to the contrary? You *had best speak* the truth. (a) *To tell* the truth*, Sir, I have. What is your candid opinion about this man? (b) *To speak* plainly*, I *consider* him *to be* an altogether unscrupulous man. (c) *To sum up* his whole character in a few words* he is an altogether unscrupulous man. *To be vain* of one's learning is *to show* great ignorance. *Am* I *to give* you a holiday only because you ask me for one? There are several *houses to let* in our immediate neighbourhood. Why does that boy look so discontented? Because he has just asked his father some *money to buy* a new book, and his father has not given him any.† What are these ruins? I do not know for certain. I *imagine* them *to be* the ruins of the palace of some Muhammadan king or other. There has been no *hail* this year to *damage* the fruit crops. You *are* not *to stir* from this spot until my return. Why did the brave boy not‡ leave the blazing deck of the burning ship? Because he *was* not *to leave* his post there until his father's return. *The ambition* of that man's whole life *has been to leave* a large estate to his only son. Why do you interest yourself in such a trivial matter as this? We *are to call* upon him at his own house to-morrow. His arrangement *is to receive* us at his own house to-morrow. One or other of the boys of

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* These sentences may be considered to be contracted forms of the following —

Ex —(a) To say, "*I have, not,*" is, *to tell the truth*.

(a) To say, "*I have*" is, *to tell the truth*.

(b) To say, "*I consider him to be an altogether unscrupulous man*" is *to speak plainly*.

(c) To say, "*He is an altogether unscrupulous man*" is, *to sum up his whole character in a few words*.

† See Rule LV (b) for the replacing of *some* by *any*.

‡ "Why did *not* (*didn't*) he come?" "Why did he not come?" The first of the sentences indicates simply *curiosity* or *desire for information* on the part of the questioner, the second indicates *concern* or *interest* on the part of the questioner.

this class *has to go* and *bring* some more clean inkstands One or the other of the first two boys of this class *has to correct* the mistakes in the Exercises of the other boys Ratan, I *have* a painful task *to perform* I *have to tell* you of the death of your father Why did you start so late on your journey here? Because *I had to make* some arrangements with my agents. These arrangements occupied a great deal of time I have given him these new *maps to copy from*, because the old ones are of no use for that purpose Have you a good opinion, Behari, of this man? No, I have by no means a good opinion of him. (*b*) *To speak plainly*, he is a mean, worthless rascal. He has *no right to beat* you because he is bigger than you. Why do you interest yourself in such trivial matters as these? Why not interest* yourself in such useful subjects as Drawing and Natural Philosophy? I *have had to pay* extra postage on some of your letters to me. My servant *was to wait for* me with my horse at the other end of the street. You *are* not *to interfere* in any way with these people. You *are to let* them *alone* This is only *an excuse to avoid* work There has been no important *news to talk about* for a long time Why are you sitting there idle? Because I have *nothing to do* Because *I have to do* nothing We did not stay long in the public library, because there were *no picture books* in it *to look at*. This is *a document to give* you *authority to act* for me in the matter of the sale of my property to Mohan Lal, the agent of Durga Das, a merchant of Muttra. Is not that boy very ill indeed? No, Sir, he is not nearly so ill as he *seems to be* I have sent for you in a hurry, because I *have to obtain* an answer to this question at once It is very cold. You *had better shut* the door. I *have thought* as well *to tell* you all about this matter † *Do* you not *think* it best *to wait* until the rain is over. I have *thought* it better *to tell* you all about it Did he

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* This Verb is in the Subjunctive Mood, (*should interest*) and the ellipsis after "why" is similar to that after "than"

† i. e., I have thought "*to tell you all about this matter*," "to be" as right (or as proper) as "*not to tell you all about this matter*" The comparison here is between *telling* and *not telling*, and is in favour of the former.

give you any money ? No, he gave me none, because he did not have *any to spare* No, he did not give me any, because he had *none to spare* You *seem to avoid* me, Rohan How have I offended you ? (*c*) *To be candid with you*, Mohan, I dislike your society. Mohan's horse *is to run* a race with mine, at the river side, an hour before sunrise, the day after to-morrow Mohan's and mine are *excellent horses to run races* Neither blindness, poverty, obloquy, danger, nor domestic trouble, crushed the spirit of Milton * The teachers have, in these pupils, the very best *materials to work upon* Ratan, have you *a horse to sell* ? Yes, Behari, why do you ask ? I ask, because I *have to buy* a horse for my father These maps *are to copy from*, and *not to lie useless in the cupboard* These are *maps to copy from*, those are *maps to illustrate* Geography lesson No rain falls in the sandy deserts of Africa, because there are no trees there The carpenter *finds* this wooden peg *to be* far *too small* for† that hole in the bottom of the door-frame *To err is* human,‡ *to forgive* divine ‡ Why are those people not sitting down ? Because there are no *seats to sit on* It *is* excellent *to have a giant's strength* , it *is* tyrannical *to use it like a giant* § Are there *any* more *inkstands* for the Daftri *to clean* ? Yes, there are *a few more* for him *to clean* Shankar *is to join* the college classes as soon as possible. Mohan *is* not *to join* the college classes at all ‖ The magistrate *had to inflict* the severest punishment upon the offender The magistrate inflicted the very lightest punishment upon the offender (*d* ) *To give your son his due*, he is a good Mathematician I have *nothing else to say* in his favour as a scholar You *are to copy out* this word a hundred times, because you have spelt it wrong in your

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* The non observance here of Rule XXIV is a matter of style

† "Too small *for* that hole," *i e*, "too small *to fit* that hole." See similar sentences in the next Exercise

‡ *i e*, a human act , a divine act

§ " Like a giant," *i e*, "as a giant might use it" (if he chose)

‖ "At all," used here for "any time," is in contrast, as an Adverb of Time to "as soon as possible," in the preceding sentences of the Paragraph In a sentence farther on *at all* simply emphasises *no*

Translation Exercise, no fewer than ten times, during the past week. How have you punished your servant for his carelessness? It *is* wrong *for you to tyrannize* over him, just because you are rather older than he is. These people *appear to be* very dissatisfied It is because they *have had to wait* outside your house in the cold and the wet all day long* *To be* entirely *just* in our estimate of former times, *is* impossible. How much *rice is* there *to give* these poor hungry people? There is *no rice at all* in the storehouse *to give* them, and there is *no money to buy* any with You *are to answer* this question as carefully as possible, because a correct answer to it is of the greatest importance to your own interest You *had best be cautious* in your dealings with that man I *have* some *advice to give* you, Munna, and my clerk *has to give* you some *money*. How many more problems *have* you yet *to solve*? I have to solve all these to-day, and twice as many more to-morrow The enemy *laid his plans to counteract* those of our General Never *to utter* a falsehood *is* a duty to one's-self We *find it* very *difficult to translate* these sentences correctly into English, because we do not yet thoroughly understand the rules for the use of the Infinitive Mood of Verbs The old soldier sat down and related his adventures in Abyssinia I *feel* it *to be* my *duty to protest* against your extreme severity towards your servants *To do* his duty *is* the delight of every† good man I have been looking everywhere for *a key to fit* this lock *Had* you not *better sit* still and *make* no noise? What problems *have* we *to solve* to-day? There are *these to begin with*, there are *those to go on with*, and there are *some other to finish with* He *had to climb over* two high walls. *Wade through* one‡ stream and *swim across* another‡ There

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* All day *long*, all night *long*, all the year *through*, all the day *through*, all the night *through*, all the year *round*

In these phrases (Adverbs of Time) *long*, *through* and *round* are used idiomatically to emphasise *all*

†"Every," is used in a *general* or *collective* sense, "each," is used in a *particular* sense, *i e*, in reference to the *individual* of *a known* group

‡ Since the two streams are *contrasted* as to the manner of their being crossed, two *Contrasting* and *Distinguishing* Adjectives (*one* and *another*) are here used instead of the Indefinite Article.

is *plenty of time to finish* our game, because it is not nearly dark yet Why *are* you *to go to* school earlier than usual to-morrow? Because the magistrate *is to examine* us in English and in Mathematics *To spread* suspicion or *to invent* calumny, *requires* neither labour nor courage We have had *no* new *books to read* for a very long time There is *no time** *to wait* any longer for your servant Did he lend you any of his *books to read*? No, he had no *books to lend* me We *had better* be *quiet* instead of *making a noise* We *found it* necessary *to do* the work over again *to satisfy* our teacher. I *think it* to be† but right to *tell* you of your faults. There was *nothing* whatever *to alarm* me in the appearance of the animal He and his friends had to *encamp* under the tamarind trees by the road side, because there was not *enough* room in the Serai *to accommodate* them all *It is* no *business* of mine to *say* anything at all about this matter You have no *business to interfere* in the quarrel between those two people You *had* much *better take* no notice of them whatever What does that man want with you?‡ He *seems to have something to say* to you These boys *are to receive* prizes for excellence in English Composition in the form of Translation Some other boys *are to receive* prizes for original Composition in English. (*e*) *To state the matter as simply as possible*, the practice of translation from the Vernacular into English is the first step towards original Composition in English You *are not to conceal* any portion of the truth from your father You *are to confess* everything to him, and *to trust* to his kindness for forgiveness *Am* I *to copy out* this document on thick or thin paper? You *are* to *copy* it *out* on neither the one nor the other. You *are to copy* it *out* on parchment There are very many *mistakes*, Munna, *to correct* in your yesterday's Exercise Why did you not come home

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* The ellipsis, "me" "for you," "for him," &c, is supplied by reference to the context, and to the obvious *intention* of the speaker

† "To be" may be omitted after "thinking," "to consider," and "find" in sentences constructed thus

‡ *i. e.* "what is that man's business with you?"

from office* sooner? Because there were half a dozen extra *letters to write, record* and *despatch.* There is *no need*† *to say* any thing more‡ about this matter I had *occasion to go* to his house upon business the other day. (*f*) *To speak as a friend* you *had* much *better have nothing* more *to do with* that disreputable acquaintance of yours What orders did the teacher give you? We *were to copy out* and *to learn* by heart the classified list of Abverbs, and we *were to give* in sentences of our own composition, examples, of the use of each of the Adverbs We *were* also to *underline* the Adverbs in each of these sentences. We *had better sit still* and *do nothing*, rather than *make a noise* and *disturb* our sick little brother Is not this *a net to catch* brids in? No it is *a net to catch* fish in There is a tiger coming along the path *Had* we not *better hide* ourselves among these bushes? Yes, we *had better do so*§ at once Durga's is *a prize to be proud of.* He has won it under circumstances of the greatest difficulty

Did not your little brother, Rohan,‖ wantonly¶ tear a leaf out of my new book? No, Sohan, he is not *a boy to do* such a thing as that What *have* you *to say* about these two horses? This is *a horse to carry bags of grain* that is *a horse to run races* What work are those two horses to do? This horse *is to carry bags of grain* that horse *is to run races*

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* See note ‡ to Exercise VI

† Abstract Nouns come under Rule CIII

‡ The Indefinite Adjectives *no, some, any,* have their Adverbs, and the Nouns compounded of these Adjectives and *thing*, have their Adjectives placed *after* them

§ This construction (*do so*) is used to avoid the repetition of the Verb and its completion So has here, therefore, a Pronominal force

‖ Observe that unless a comma is placed before, and a comma after, the *Nominative of Address*, when it stands in this particular part of the sentence, it is likely to be mistaken for a *Noun in Apposition* (to "brother")

¶ Adverbs of manner, used *to emphasise before* an assertion, are placed *before* the Verbs they qualify,—such as *really, decidedly, positively, merely, certainly, or flatly, distinctly, emphatically, by no means,* &c. See Rule XXXVI

*Had* you not *better amend* this explanation* of yours, Rohan? (*b*) (*c*) It is, *not to call it by a worse name*, utter nonsense † *Am I to rule* fewer or more lines on this sheet of paper than on other? Rohan *had* much *better go on with* his work and *make* less noise My carriage, horses and all, ‡ fell off the bridge into the river.

He *had to cross* the bridge over the Gumti on his way home You *are to run* home with this letter, Shankar, quicker than you ever ran anywhere before *Am* I *to obey* a boy younger than myself? The masons *have to build* a wall here of the same dimensions as that one I *have had to give* no less than two hundred rupees before now, for a pony no better than this Which of your brothers are you most like, Sohan? Most of the mistakes, in your exercise, *seem to be* the result of carelessness rather than of ignorance

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* By using "*this* explanation of *yours*," we distinguish "explanation" more clearly and emphatically than by using either, "*this* statement or "*your* statement," as the phrase that contains *two* distinguishing words qualifying "explanation"

† i e, *Not to call it by a worse name*, it is utter nonsense," i e, it *might* be called a worse name than "nonsense," a *falsehood*," perhaps See sentences (*a*) (*b*) (*c*) &c

‡ "Horses and all," is a somewhat more emphatic form and, "horses as well" is idiomatic

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B —Translate into English —

( ۱ ) سوھن کیا تمنے اپنے چچا کو خط لکھا ھے؟ — جناب — سچ تو یہہ ھے کہ مینے ابتک اونھیں خط نہیں لکھا ھے — کیا تمھارے گھر کے قریب کچھہ مکان کرایہ کو ھیں؟ — ھاں — کئي ایک مکان ھیں — وہ لڑکا اِسوجھہ سے اِسقدر رنجیدہ معلوم ھوتا ھے کہ اوسکے باپ نے کتابیں خریدنے کو روپیہ دینے سے اِنکار کیا ھے — میں یقیناً جانتا ھوں کہ یہہ حجرہ ایک مسلمان بادشاہ کے محل سرا کا ھے — کیا اِمسال اِسقدر اولے پڑے ھیں کہ فصل کو نقصان پہونچا؟ — تا غروب آفتاب اوسے گھر سے نہ جانا تھا — اِس بہادر لڑکے نے اوس آتش زدہ جہاز کے تختہ کو نہ چھوڑا — اِسواسطے کہ اوسے اپنے باپ کي مراجعت کا وھاں اِنتظار کرنا تھا — وہ دولتمند ھوکر اِسقدر تنگدستي سے کیوں رھتا ھے؟ — اِسواسطے کہ اوسے اِس بات کا

بڑا حوصلہ ھے کہ اپنے اکلوتے بھائي کے بیٹے کو بہت سي دولت چھوڑ جائے ــــ کل جوھري کے دوکان پر کون جائیگا ؟ ــــ میں جاؤنگا ــــ کل دس بجے تک جوھري کو میري گھڑي کي ٹوٹي ھوئي زنجیر کي مرمت کرنے پڑیگي ــــ ھم میں سے تین یا چار کو چھہ سات اشکال عملي ہر ایک گھنٹہ میں حل کرني پڑیں ــــ ایسي ایسي تین اشکال عملي کا حل کرنا کم سے کم ایک گھنٹہ بھر کا کام ھے ــــ ھم میں سے ھر ایک کو سوائے اِن غلطیونکے اور سبکي غلطیاں بھي صحیح کرني پڑیں *

( ۲ ) رتن ــــ یہہ کہنے سے مجھے رنج ھوتا ھے کہ تمہارے باپ نے کل دفعتاً اِنتقال کیا ــــ وہ صرع کي بیماري سے مرا ــــ تمنے اِسٹرف کا سفر جلد کیون نہ کیا ؟ ــــ اِسواسطے کہ مجھے کئي دوستوں سے ملاقات کرني تھي ــــ اونہوں نے میري مرضي کے خلاف مجھے کئي گھنٹہ روک رکھا ــــ کچھہ نئے نقشے نقل کرنے کے واسطے یہاں رکھے ھیں ــــ پرانے نقشے توکسي مصرف کے نہیں ھیں ــــ بھاري ــــ تمہارے راے میں یہہ شخص اچھا ھے ؟ ــــ جواب ــــ میرے نزدیک تو یہہ شخص نہایت غیر معتبر ھے ــــ تم وہ جگہہ لینے کے مختار نہیں ھو ــــ وہ میري جگہہ ھے ــــ تم کسي مفید کام میں اپنا وقت کیوں نہیں گذارتے ــــ نقشے کیوں نہیں کھینچتے ؟ ــــ اِس خط کے واسطے تمہا زائد محصول دینا چاھیئے ــــ میرے نوکر کو دس بجے سے زیادہ میرا اِنتظار نہ کرنا تھا ــــ تمہیں چھہ بجے سے پیشتر یا آٹھہ بجے کے بعد یہاں آنا نہ چاھیئے ــــ میں اور لوگوں کے کام میں کیوں نہیں مداخلت کرسکتا ؟ ــــ اوسنے کام سے بچنے کے واسطے لنگڑے پن کا حیلہ کیا ھے ــــ کیا اِس عرصہ میں افغانستاں سے کوئي بڑي خبر آئي ھے ؟ ــــ نہیں آپ کے لیئے کوئي دلچسپ خبر نہیں آئي ھے ــــ وہ چھوٹا لڑکا سڑک کے کنارے بیٹھا رو کیوں رھا ھے ؟ ــــ اِسواسطے کہ اوسنے دن بھر کچھہ کھانے کو نہیں پایا ھے *

( ۳ ) تم سرکاري کُتب خانہ میں زیادہ کیوں نہ ٹھہرے ؟ ــــ اِسواسطے کہ نہ تو وھاں کُرسیاں بیٹھنے کے واسطے اور نہ پنکھا جھلنے کے واسطے ھے ــــ اور نہ علمي کتابوں کے سوا اور کوئي چیز دیکھنے کو ھے ــــ اِس کتاب سے یہہ فائدہ ھے کہ انگریزي جملے بنانے کے قاعدے تمہیں اِس سے جلد معلوم ھونگے ــــ فيالحقیقت یہہ شخص ایساھي بیمار ھے جیسا معلوم ھوتا ھے ــــ اوسے دو ھفتہ تک دن بھر میں دو مرتبہ دوا کھاني چاھیئے ــــ مرض ابھي کچھہ جلدي نہیں ھے ــــ ساڑھے نو بجے تک تمہارے نوکر کو یہاں تمہارے پاس نہ آنا چاھیئے ــــ ابھي تو قریب چار کے بھي نہیں بجے ھیں ــــ روشن ــــ اوس کُھلے ھوئے دروازہ سے بہت ھوا آتي ھے ــــ بہتر ھے کہ اِسے

بند کردو — میرے نزدیک بھی کل تک اِس معاملہ کا حال اوس سے کہنا مناسب نہیں ھے — دُرگا کے نزدیک اِسی وقت اوس سے تمام حال اوس کا کہدینا مناسب ھے ؟ — تمھارے نزدیک ھمیں کیا کرنا بہتر ھے — اوسنے مجھے روپیہ نہیں دیا اِسواسطے کہ اوسکے پاس کچھہ بھی روپیہ نہ تھا — مجھے بھی مناسب معلوم ھوا کہ جب تک مہینہ بالکل نہ گذر جاے توقف کروں — معلوم ھوتا ھے کہ روھن مجھسے نفرت کرتا ھے - — میںنے اوسے کیا رنج دیا ھے ؟ — موھن — سچ تو یہہ ھے کہ روھن تمھیں بالکل نہیں چاھتا — وہ تمسے بہت نفرت کرتا ھے — کسکا گھوڑا تمھارے گھوڑے کے ساتھہ دوڑیگا اور گھوڑ دوڑ کسوقت اور کہاں ھوگی ؟ — موھن کا گھوڑا میرے گھوڑے کے ساتھہ دریا کے کنارے آج شام کو گھنٹہ بھر قبل غروب آفتاب کے دوڑیگا *

( ۴ ) بڑھئی کے پاس تمھارے صندوق کی مرمت کے لایق لکڑی نہیں ھے — کیوں رتن تمھارے پاس کوئی گھوڑا میرے دینے کے لایق ھے ؟ — نہیں — بھاری — تم یہہ سوال مجھہ سے کیوں کرتے ھو ؟ — اِسواسطے کہ مجھے دل شنکر کے ساتھہ گھوڑا دوڑانا ھے — یہہ لوگ باغ میں کام کریں نہ کہ تمام دن درختوںکے سایہ میں سویا کریں — میرے پاس بیچنے کو اور عاریت دینے کو گھوڑے ھیں — یہہ کھونٹی تمنے کیوں پھینک دی ؟ — اِسواسطے کے میںنے اِسے ایسا چھوٹا پایا کہ کھڑکی کے چوکھٹے کے اوپر کے کسی چھید میں نہ سما سکیگی — بعض ھم میں سے کھڑے ھیں اِسواسطے کہ بیٹھنے کو اِتنی کُرسیاں نہیں ھیں — دفتری کے صاف کرنے کیواسطے ابھی بہت سی دواتیں ھیں — تعطیل کے ختم ھونے تک شنکر کالج کی کسی دفعہ میں داخل نہیں ھو سکتا — روھن — سچ تو یہہ ھے کہ ریاضی میں تمسے بہتر کوئی لڑکا اِس دفعہ میں نہیں ھے — حساب — اِس لفظ کو میں سو مرتبہ کیوں نقل کروں ؟ — اِسواسطے کہ چھہ ھفتہ کے عرصہ میں تمنے پانچ دفعہ سے زیادہ اِس لفظ کا صحیح اِملا نہیں لکھا ھے — کیا تمکو مجھہ پر ظلم کرنا مناسب ھے ؟ — ھمیں تمام دن تمھارے گھر کے باھر میدان میں ٹھہرنا پڑا *

( ۵ ) اِس انگور کے گُچھے کا کیا دوں ؟ — کچھہ نہ دینا چاھیئے — یہہ تو ایک تحفہ ھے — اگر ملّاح کے دینے کو تمھارے پاس کچھہ نہیں ھے تو تمکو مناسب ھے کہ تم تیر کر یا پایاب ھوکر دریا کو عبور کرو — بہتر ھے کہ اوس شخص کا اِعتبار نہ کرو — وہ بڑا بے اِحتیاط ھے — میںنے ایک خندق کھودی ھے تاکہ میرے ھمسایہ کے مویشی میرے باغ میں نہ آنے پائیں — مجھے تمھاری بہ نسبت نصف

اشکال عملي زیادہ حل کرنے ہیں — ہمارے سپہ سالار نے غنیم کي تدبیروں کے
اولٹ دینے کي تدبیر کي ہے — اِن حملوں کا ترجمہ انگریزي میں صحت کے ساتھہ
کرنا مشکل کیوں ہے؟ — اِسواسطے کہ ہم اب تک نہیں جانتے کہ کن مقامات پر
انگریزي میں مصدر اِستعمال ہوتا ہے *

( ٦ ) اس بڈھے سپاھي نے اپنا قصہ دس بجے شروع کیا اور بارہ بجے تمام
کیا — میں اپنے نوکروں پر مہرباني کرنا واجب جانتا ہوں — ہر ایک نیک نیت
آقا کو اپنے نوکروں پر مہرباني کرنا فرض ہے — تم اپني کتابوں کي الماري میں
قفل کیوں نہیں لگا دیتے؟ — اِسواسطے کہ قفل لگانے کو کُنجي نہیں ہے — بہتر یہہ
ہے کہ بازار جاکر کُنجي مول لو — کُنجي خریدنے کو میرے پاس دام نہیں ہیں —
اِس نوجوان کے کرنے کو کچھہ کام نہیں ہے — اور اوس بڈھے آدمي کو کچھہ کام
کیوں نہیں دیتے ہو؟ — اِسواسطے کہ اِس نوجوان نے اپنا کام ختم کر لیا ہے اور وہ
بڈھا بہت بیمار ہے — مجھے ایک ندي کو پایاب کرکے جانا پڑا — دوسري کو عبور
کرنا پڑا اور تیسري کو کود کر جانا پڑا *

( ٧ ) کھیل تمام کرنیکو ہمیں وقت نہ ملا — اِسواسطے دھوندلکا ہو چکا
تھا — کل صبح کو ہمیں بڑے سویرے اوٹھنا ہے — اِسواسطے کہ مدرسہ کے وقت
کے پیشتر ہمیں since کے اِستعمال کے قاعدے یاد کرنے ہیں — کتني مدت تک
تمھیں سپاہ کي ملازمت کرني پڑي تھي؟ — کیا اوس ساتھي کے پاس کچھہ قلم دوات
اور کاغذ بیچنے کو ہے؟ — ہمیں تمھاري گاڑي کے اِنتظار میں کتني دیر اور ٹھہرنا
چاہیئے؟ — تمھیں پون گھنٹہ اور ٹھہرنا چاہیئے — گاڑي کو بڑي دور سے آنا ہے
— بہتر ہے کہ تم دھوپ کے بدلے سایہ میں چلے جاؤ — ہمنے یہي مناسب جانا کہ
اپنا کام از سر نو کریں اور ماسٹر صاحب کو ناراض نہ کریں — کیا اونھیں اور اونکے
دوستوں کو سڑک کے کنارے اِملي کے درختوں کے نیچے ڈیرہ ڈالنا پڑا؟ — اِسواسطے
کے سرائے میں اون سب کے ٹکنے کو جگہہ نہ تھي — تمھیں اِس مقدمہ کا ذکر کرنے
سے کچھہ کام نہ تھا — اِن دونوں شریر لڑکوں کے جھگڑوں میں دخل دینا تمھارا
کام نہیں ہے — بہتر تو یہہ ہے کہ اونھیں یونھیں چھوڑ دو اور اونسے کچھہ تعرض
نہ کرو *

( ٨ ) مجھسے تمھیں کیا کام ہے؟ — معلوم ہوتا ہے کہ مجھسے کچھہ کہا
چاہتے ہو — وہ کیا ہے؟ — اِن سب لڑکوں میں سے آج کون لڑکے اِنعام پائینگے اور
کس بات کا اِنعام پائینگے؟ — اِن پانچ لڑکوں کو لیاقت علمي کا اِنعام ملیگا — اور

دوسرے ھر لڑکے نیک چال اور حاضري کا اِنعام پائیگا — میں اِس ڈیبر کاغذ پر اِس دستاویز کي نقل کیوں نہ لکھوں ? — مبا کے جبر و مقابلہ کي مشق میں بہت سي غلطیاں صحیح کرني ھیں — آج اِسقدر دیر کرکے تم دفتر سے گھر کیوں آئے ? — اِسواسطے کہ مجھے چھہ سات چٹھیاں زائد لکھني اور روانہ کرني تھیں — اب اِس مقدمہ میں زیادہ کہنے کي کیا ضرورت ھے ? — اب تو زیادہ کہنا محض بیکار ھے — اندھیرا ھونے کے بعد تمھیں اوسکے گھر جانا محض بیموقع ھے — بلکہ دن میں وھاں جانا بہت بہتر ھے — تم وھاں کدن جانا چاھتے ھو ? — کیا ایسا کرنا بہت ضرور ھے ? — روھن تمھیں اوس بد چلن آدمی سے صحبت کرنا اچھي بات نہیں ھے — ھم تمھیں دوستانہ صلاح دیتے ھیں کہ اب اوس سے تعلق رکھنا تمھارے حق میں بہتر نہیں ھے — موھن ھمارے کرنیکو کیا کام ھے ? *

( ۹ ) یہہ جال چڑیا پکڑنے کے لیئے نہیں ھے بلکہ مچھلیاں پکڑنے کے واسطے ھے — بہتر ھے کہ ھم فوراً اِن جہازوں میں چھپ جائیں — ایک دیوانہ کُتا اس راستہ سے چلا آتا ھے — دُرگا کا اِنعام پانا کون فخر کي بات ھے ? — اِسواسطے کہ اوسنے مرض شدید کے سبب بڑي مشکل سے یہہ اِنعام حاصل کیا ھے — موھن تمھارا چھوٹا بھائی روھن اب لڑکا نہیں ھے کہ اپني یا اور اوگونکي کتابوں کے ورق اِس بے دردي سے پھاڑے — اون دونوں گھوڑوں کے بابت تمھارے والد کو کیا کہنا تھا ? — اون میں سے ایک گھوڑے کے رنگ میں انھوں نے عیب نکالا — تمھارے چچا کو کس قسم کا کام کرنا پڑتا ھے ? — کبھي تو اوتھیں اناج کے بھرے ھوئے بورے لیجانے پڑتے ھیں اور کبھي خالي اناج کے بورے لیجانے پڑتے ھیں — شنکر یہہ مطلب جو تمنے لکھا ھے اگر اوسے محض مہمل اور بے معنے کہئے تو بجا ھے — پس اب تمھیں اُسے از سر نو لکھنا چاھیئے — رتن کو علم کم کرنا چاھیئے اور کام زیادہ کرنا چاھیئے — اِس شخص کا سارا خاندان یعنے جورو اور بچے سب کے سب ماہ گذشتہ میں بخار سے مر گئے ۔

( ۱۰ ) گھر جاتے ھوئے تمھیں کون سا دریا عبور کرنا پڑتا ھے اور کسطرح عبور کرنا چاھیئے ? مجھے ناؤ پر گومتي عبور کرنا پڑتا ھے — شنکر اِس چٹھي کا جواب لیکر اِسقدر جلد جاؤ کہ بیشتر کبھي نہ گئے تھے — کیا اِس ٹٹو کو اپنے آپ سے بھی بھاري بوجھہ لیجانا ھے ? — بڑھئي کو میرے واسطے ایک صندوقچہ اِتنا ھي بڑا اور اُسي قطع کا طیار کرنا ھے جیسا تمھارا صندوقچہ ھے — کل میںنے اس سے دو چند عمدہ ٹانگن دو سو روپیہ کو مول لیا — مبا کي مشق میں کس قسم کي غلطیاں

هیں ؟ — یهه غلطیاں نادانی سے نہیں هوئیں بلکه بے اعتنائی سے هوئی هیں — مجھے مناسب هے که یہاں ٹهہر جاؤں اور تمہاری کتابوں میں تصویریں دیکھوں — اس مہینه میں گھر نه جاؤں — دیسی زبان سے انگریزی میں ترجمه کرنا اِس بات کی دلیل هے که انگریزی زبان کے محاورہ سے مترجم بخوبی واقف هے — ماہ گذشته میں میں نے ایام تعطیل اپنے چچا کے گھر میں بآسایش نہیں بسر کی — کیونکه نه تو وهاں بات کرنیکو کوئی آدمی تھا نه پڑھنے کو کتابیں اور نه چڑھنے کے واسطے گھوڑے تھے اور نه شام و صبح سیر کرنے کے لیئے کوئی باغ تھا *

( ۱۱ ) تمہاری سواری کے واسطے میرے پاس گھوڑا نہیں هے—تمہیں عاریت دینے کے واسطے میرے پاس اور کوئی سواری نہیں هے — سوائے ایک بوڑھے اندھے لنگڑے خچر کے — شکر— بہتر هے که آج رات تو تم پیدل گھر جاؤ—بجائے اسکے که سواری پر جاؤ — میرے پاس کوئی گاڑی نہیں هے که تمہیں عاریتاً دوں— سوهں تم مجھه پر اِسقدر غصه کیوں هو ؟ — اِسواسطے که اس مہینه میں مجھے سوا گھنٹه تمہارا اِنتظار کرنا پڑا — مجھے همیشه تمہارا انتظار کرنا پڑتا هے — کیا فرانسیس کے لسکر کو عین موسم سرما میں شہر ماسکو سے پھر جانا نہیں پڑا ؟ — ان لوگوں کے کام کی نگرانی کون کریگا ؟ — میں کرونگا — اِسواسطے که میرے والد کو کسی اور کام کی فکر کرنا هے—کل صبح کو همیں نه نسبت اور دنوں کے سویرے اوٹھنا هے — اِسواسطے که همارے مدرسه میں امتحان هوگا *

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# CHAPTER XXIV.

## The Infinitive Mood —(*continued*)

RULE CX —(*a*) Put the Infinitive, or the Infinitive and its Completion, after the Noun or the Pronoun Object of certain Transitive Verbs to indicate an action of the Object depending on the action of the Nominative —

Ex —I wished them *to go home*
My brother intends me *to learn Sanskrit*
A teacher expects his boys *to be attentive*
I expect* this train *to reach Delhi at nine to-night*
He has made† his brother *carry his books for him*
He has taught a parrot *to speak*
I told you *to go*

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* "I expect *that this train will reach Delhi at nine to night*," would be said by a *passenger*, while the sentence given in the example would be said by the *engine driver*

† See Rule CI "To make" is often followed by "to be" with an Adjective Completion—

Ex —What *made* him *silent*
I 1 *be silent*

of "to make," act *direct* upon its object, and
ed by the Adjective, "to be" is omitted —and
effect *through the instrumentality as the object*,
e of "become"

*es* those boys *quiet*? Their occupation *makes*
*uet*
lrawing maps

ass of *Transitive* Verbs which take after them
ion In this case (*a*) The Verb expresses *an*
neither expressed nor understood —

*ruled* these lines *crooked*
*d* it *bright*
*inting green*

(*b*) The Native students ferquently misuse *tell*, *order* and *say*, by putting an Infinitive *immediately* after them.* *Tell* and *order* can only be used with a *Noun* or a *Pronoun* as the Object :—

Ex —I have told (or ordered) the man *to return soon*
The teacher ordered (or told) us *to be quiet*

(*c*) *Say* (unless used in the sense of *repeat* or *recite*) must have for its Object either a *quoted sentence*, or an *indirect* sentence preceded by *that* :—

Ex —The Master said "*Be quiet*"
The Master said *that we were to be quiet*

For further exercise in the use of "to say," see the Chapter on *Compound* sentence.

RULE CXI.—To indicate a second action of the Nominative dependent on the first, put as an Objective Case, the Infinitive and its Completion after those† of the Verb refer-

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(*a*) if, however, the Verb expresses *an action of the mind*, "to be" must be expressed —Such as, *to suspect*, *know*, *understand*, *acknowledge*, *conceive*, *suppose*, *admit*, *fancy*, *judge*, *allow*, *certify*, *&c*

(*b*) There are many Verbs belonging to class (*c*) which may be used either with or without "to be"—Such as, *to think*, *deem*, *consider*, *find prove*, *believe*, *&c*. *Learners*, however, should follow Rule (*b*) closely.

Observe, that in the preceding examples, "to be" is used in the sense of "to become"

See Rule CXV, for Adjective Completions of *Neuter Verbs*

* Only the Passive forms of these Verbs admit of an Infinitive being placed *immediatly* after them

† *i e*, *like wish*, *intend*, *want*, *require*, *expect*, *&c* *Request* and *ask*, when thus used, govern only the Passive Form of the Infinitive

The following Verbs also come under Rule CXI, (although instead of indicating *the doing* of second action of the Nominative, they indicate (*a*) *a mental objection* to the action of the Nominative, or (*b*) *the non doing* of the action of the Nominative —(*a*) *Hate*, *dislike*, *grieve*, *regret*, *hesitate*, *object* (*b*) *Omit*, *neglect decline*, *refuse*, *forget*, *&c*

The peculiarity in the use of these Verbs is, that "any," instead of "some," must be used after them :—

Ex —I *asked* him to give me *some* money, and he *refused* to give me *any*.

The reason of this is, that each of these Verbs contains *within itself* the idea of *negation*, and thus express a Negative without the use of "no" *See* RULE LV.

Ex —I.—(a) I told him *when* he was *to do it*, ("it," i e., some *obligatory* action) *

(b) I told him *when to* do it, ("it" i e, some *optional* action)

II —(a) I told him *where* he was *to do* it, ("it," i. e, some *obligatory* action )

(b) I told him *where to do* it, ("it," i e, some *optional* action )

III —(a) I told him *how* he was *to do* it, ("it," i e, some *obligatory* action )

(b) I told him *how* to *do* it, ("it," i e, some *optional* action )

IV —(a) I told him *why* he was *to do* it. ("it," i e, some *obligatory* action )

(b) (*I told him why to do it* )

(b) This last form of sentence is never used for it is evidently impossible *to tell*, &c, a person *the reason*, (i e, *his* reason) for doing an action optional to him As the Transitive Verbs *ask*, *understand*, *tell*, *shew*, *inform* *know*, *learn*, can have Time, Place, Manner, and Reason for their Objects, they can be used in all the foregoing forms of sentences, except in IV (*b* )

(c) As the Transitive Verbs *teach*, *instruct*, *direct*, cannot have Reason for their Object, they can only be used in the forms (*a*), (*b*), of II and III

(d) Such Verbs as those noted in Rules CX, and CXI, and Neuter verbs with Adjective Completions, as in Rule CXV, may also be placed between the before-named Adverbs and an Infinitive —

Ex —I told him *when* I intended *to do it*
I told him *how* you wished him *to do it*
I told him *why* he ought *to do it*
I told him *where* he was certain *to find* me

Rule CXIV —(a) Use a second Infinitive to indicate the purpose or intention of the first .—

Ex —I wished *to go* home *to speak to my father*
I wished them *to go* home *to fetch their books*
Are you ready *to help* me *to translate this*?
He ran *to help* me *to get up*
He laughed *to see* me *fall down*

---

* In this scheme, "to have," may be used as well as "to be" (*See* Rule CVI )

(*b*) When the first of these Infinitives is Neuter or Intransitive, and two Infinitives* are *Compatible*, "and" may be *colloquially*, substituted for *to*

EX —I wished *to go home and speak* to my father.
We went *to be quiet and steady*
He told me *to run and meet* the postman
They persuaded us *to make haste and finish* our work

RULE CXV —(*a*) Put an Infinitive, or an Infinitive and its Completion after certain† Adjective Completions of Neuter verbs, to Indicate the *cause* of the *emotion*, or the *consequence*, of the *condition*, implied by those Adjectives —

EX —We are surprised *to see him there* ‡
I am unable *to account for this mistake*
Are you ready *to help me?*

(*b*) Abstract Nouns, derived from most of these Adjectives, may be used as the Objects of Transitives, according to the above rule :—

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* *Hear, see, let, bid, feel, make, dare,* (Intransitive), *need, observe, watch,* &c, require the omission of *to* from the Infinitives which follow them

† i e, Adjectives indicating either emotions, or conditions, of the *mind*, such as *glad, anxious, proud, ready, certain, sure, willing, qualified, sorry, pleased, vexed,* &c

Observe, that AN EMOTION is (*a*) *the consequence* of an action, and a CONDITION is (*b*) *the cause of* an action :—

EX —(*a*) I was *delighted* to see you there
(*a*) He was *anxious* to go home.
(*b*) We are *ready* to help him
(*b*) They are *certain* to succeed

Here *delight* and *anxiety* are EMOTIONS, *readiness* and *certainty* are CONDITIONS of the mind

Observe also that the Nominatives of the Verbs of the sentences are the agents of the Infinitive Moods If the agents are required to be other than these Nominatives, they are inserted, with *for* before the Infinitives —

EX —(*a*) I was delighted *for my father* to see you there
(*a*) He was anxious *for us* to go home
(*b*) We are ready *for you* to help us

With regard to the second sentence (*b*) it may be remarked that *the sense* of some Adjectives does not admit of this construction being followed

‡ Observe, in the examples of this rule and of Rules CX and CXIV, that whenever the sense of the sentence allows the Adverb "not" to be inserted, the meaning varies according as "not" qualifies the Infinitive, or qualifies the Verb.

Ex —We expressed our *surprise* to see him there
I declare my *inability* to account for this mistake
He showed no *readiness* to help me.

(c) Sentences of the Form noted in Rule CI, but having for the Completion of the Verbs Adjectives indicating *inherent qualities* of the* mind, take between the Adjective and the Infinitive, the Norman Possessive Form of the Agent of the Infinitive —

Ex —(c) It is very *good of you* to assist us (i e,)
(d) You are very good to assist us

Observe, the sentences constructed according to Rule CXV (a), thus take either of the two forms (c. d ) if the Adjective be of the class described above

(d) If, however, the Adjective Completion conveys *the idea* of either advantage or of disadvantage to the Agent of the Infinitive† on account of the action indicated by the Infinitive, the Agent is to be preceded by " for " instead of, by "of" ‡—

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* *See* remarks on preceding Rule XLII

Adjectives *inherent* expressing qualities of the mind, are such as, *good, bad, right wrong, cruel, vain, meek, ambitious, clever, &c*

† The class of Adjectives followed by " for according to this rule, are, such as *good, bad, right, wrong safe, unsafe, hazardous, dangerous, fortunate, unfortunate, &c*

‡ Observe, that the construction in para (c) expressess that the action of the Infinitive indicates the *possession*, by the Agent, of a certain good (or bad) quality and that the construction in para (d) expresses that the action of the Infinitive *produces*, to the Agent, a certain advantage (or dis advantage) —

Ex —It was *cruel of him* to overload his pony (i e, *overloading his pony* indicated *cruelty in him* )

It was *fortunate for him* to have a pony strong enough to carry so heavy a load, (i. e,) (*having a strong pony* was of *advantage to him*)

It is not *right for lazy* people to avail themselves of the labour of others (i e, not right *as a matter of conscience* )

It is quite *right for lazy people* to avail themselves of the labour of others (i. e, quite right *as a matter of interest* )

Ex —(c) It is *good for you* to make plenty of Exercises
Is it *safe for us* to cross that broken bridge ?

CXVI —(*a*) Put an Infinitive after Adjectives* of referring to a quality (cognizable by *the mind thing* to indicate an action for which the quality by the Adjective either *fits or unfits* the Nomi-
—

- This ditch is *easy* to jump over
My desk is *inconvenient* to write on
The money is *enough* to satisfy me
That water is *not good* to drink
My work was *hard* to do
We were *not surprised* to see him there
We were surprised *not to see* him there

If, however, the Adjective refer to a quality cognizable by *the senses*, of a *thing*, the Adverb, *very rather*, or be put before the Adjective, or, *enough* after it ‡ —

This ditch § is *narrow enough* ‖ to jump across
This ditch is *rather*¶ (or *very*) *wide* to jump across
This ditch is *too*† *wide* to jump across

---

* initives referred to in this rule and in Rule CIII, may be termed of Use" Those referred to in other rules may be termed "Infi rpose"

are arranged in *increasing* order (*See* note to Rule XXXVII) used with the other Adjectives just mentioned

ves of quality are of three kinds, (*a*) those which indicate *e mind*, cognizable by the *mind* only, (*b*) those which indicate a *ing* which quality is cognizable by *the mind* only, and not by senses, (*c*) those which indicate a quality of *a thing*, which *gnizable* by one or more of *the senses*

he Nominative of a Neuter Verb is *inanimate*, the Agent of the nless stated) is *any* (*one* understood) When the sentence is of a ure a stated *animate* Agent to be the Infinitive, a Personal Pro d by *for* is to be inserted after the Adjective — "This ditch ough for *a cow* to jump across" "This ditch is too wide *for me* oss" This ditch is rather wide *for little Durga* to jump across ominative is *animate*, it is itself the Agent of the Infinitive *rse is too tired to gallop*"

*t*, combined with its Adjectives, indicates the *suitability* of the for the use or the purpose specified by the Infinitive

(or *very*) combined with its Adjectives, indicates the *comparative* y or the unsuitability of the Nominative for the use of the purpose by the Infinitive

These bullocks are *too** *weak* to draw this cart
I am *too tired*† to do any† work

RULE CXVII —Omit "to" from an Infinitive put after the following Transitive Verbs —*Bid*, ‡ *feel*, *hear*, *let*, *make*, *observe*, *see*, § *watch*, *notice*, *perceive*, *behold*

Ex —(*See the Exercise*)

RULE CXVIII —Omit "to" from Infinitive put after the Present and the Past Tense of "to dare" and "to need," when the exceptional form of the Negative is used —‖ (*See Rule XL*)

Ex —I do (or did not) dare *to offend* him. (*Rule form*)
I dare (or dared) not *offend* him (*Exceptional form*)

RULE CXIX —Considering Adjectives in regard to *their kind*, the order in which they should be placed in a sentence is, (1) Distinguishing Adjectives (2) Numeral Adjectives, (3) Adjectives of quality .—

Ex —Here are (1) *my*, (2) *three*, (3) *grey* ponies

RULE CXX —Numeral Adjectives are arranged in the order of the digits —

Ex —Daftri, here are *four* or *five* pens to mend

RULE CXXI —A noun cannot have more than one Adjective of classes (1) and (2) attached to it at the same time

A noun may have more than one Adjective of Class (3) attached to it at the same time.

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* *Too*, combined with its Adjectives, indicates the *total* unsuitability of the Nominative for the use or the purpose specified by the Infinitive

† In affirmative sentences containing *too* followed by an Infinitive, *any* is used instead of *some* The same rule applies to sentences containing such Verbs as *refuse*, *decline*, *object*, *deny*, *hesitate*, *&c*, which contain within themselves *the idea* of Negation

‡ *Bid* is nearly obsolete *Tell*, *order*, or *command*, is commonly used instead of it

§ *See* when intransitive retains after it —

Ex —*I cannot see* to write

‖ *Dare*, *need* and *ought* are the only exceptions to Rule XL
You do (or did) not need *to copy* that
You need not *copy* that
The rule forms of Present and the Past "to need" are seldom used "You have (or had) no need to————," are commonly used for them

When a Noun has more than one Adjective of Class (3) attached to it, an Adjective, derived from a Noun, or a Noun used as an Adjective, is placed *next* to the Noun qualified, and an Adjective indicating a matter of opinion or of taste is placed *more remote from* the Noun.

RULE CXXII—(*a*) The respective nearness to the Noun or Adjectives of class (3) is determined by the greater simplicity of the process (*exercise of a sense*, *observation*, of *examination*, or of *comparison*) by which the applicability of each Adjective to the particular thing qualified is determined —

Ex —Here is my pretty, (4) *little*, (3) *young*, (2) *lame*, (1) *grey* Bokhara pony

Thus grey is determined *by mere sight*, lame *by observation*, young *by examination*, little *by comparison*

(*b*) It is less easy to apply the foregoing rules to the use of Adjectives attached to Abstract Nouns, but the same principle should be observed —

Ex —His (3) *unnecessary* (2) *daily*, (1) *personal*, interference in my concerns, annoys

See Rules XIX, XXXVIII

RULE CXXIII —When two or more similar Adjectives of class (3)* qualify the Noun, they are arranged in the order of their accepted, or of their evident, importance or prominence

Ex —Of what colour are your father's horses?
*Black*, *white* and *grey*
This paper is neither *thick* nor *thin* It is of medium thickness, and very pleasant to write upon

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## EXERCISE XXIV

A —Translate into Urdu —

Why *do* you not *make* your sons *attend* school more punctually? The Magistrate *has been giving*† *directions* to the

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* For Pronouns and for Adverbs *See* Chapters IV, IX

† In these later Exercises several sentences selected from such authors as Milton, Shakespeare, Johnson, &c , have been included The pupil, however, will be unable to distinguish these sentences from the rest *by their construction*

policemen, *how they are* to keep order* among the crowd of people at the execution of the murder in front of the jail gate The policemen *were making†* the crowd of people in front of the jail gate *understand*, why they *were to make* less noise The wisest princes *need* not *think* it *to be* any diminution of their greatness, or derogation from their sufficiency, *to rely upon* counsel The general commanded his officers to *appear* before him in his tent at noon for him *to consult with* them, as well as *to give* them *orders* *Do* you *know*, Mohan, *how* Shankar *intends to occupy himself* this afternoon? He *intends to shew* us *how to help‡*, to *decorate* the school hall with flowers for the visit of the district officers to-morrow morning. Behari, I saw him collecting some *red blue and yellow* flowers and some green *branches sprays* and *leaves* Here they are We *used* friendly *to bathe§* at well last year We bathe elsewhere now You *are too apt to take the offence*, Mohan, at friendly correction You *ought to learn to regard* correction of your faults as friendly action ‖ A *literary*, a *scientific*, a *wealthy*, and a *poor* man, *are to take part in* the meeting *To know how to wait* is one of the secrets of success One or others of the boys of this class *has to go* and *tell* the Daftri *to bring* some more clean inkstands The *slowest to promise* is often the *surest to perform* *To tell you the truth*, Behari, more than half of this Translation Exercise of yours *appears to be* the work of Durga ¶ It is rather *too good to be* altogether your own work I *felt* him *touch* me gently on the arms, and

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* The present Tense and the Perfect Tense *before* the Adverbs *when, where, how* and *why*, require to be followed by the Present Tense *after* the Adverb The Past Tense *before*, requires the Past Tense *after*, the Adverb

† "To make—understood" *i e*, *to direct, tell, shew* or *inform*

‡ "The Object of 'help" being omitted, the Agent of the Infinitive is understood to be general and so definite (either *us, you, him them, &c*)

§ We used to bathe, *i e*, "it was our habit (or custom) to bathe" Only the Past Tense of this Verb is used as an Auxiliary to an Infinitive "To use" does not come under any of the rules already given

‖ Supply the ellipsis "you regard"

¶ "The work of Durga," *i e* the work *done* by Durga 'Durga's work" *i e*, the work *to be done* by Durga.

*heard* him *say* something to me in a low tone You *had better* not *let* those boys *make* so much noise *To allow* unfit candidates *to appear* at an examination, is only to *give* unnecessary trouble to the examiners Unfit candidates *ought* not to *appear at* examinations, because they only give unnecessry trouble to the examiners I *have known* that man *to lift*, with the greatest ease, a weight as heavy as himself Did I not ask you for the loan of your whip? *Did* I not *ask* you *to lend* me your whip? All of you *ought to know* well, by this time, *how to use* "some" and "any" He has no further need for* that man's services, and† my brother does not need them either Both my brother and myself are in great need of that man's service Neither my brother nor myself needs that man's services any further That man *need* not *serve* us any longer We *understood* you *to be unaware* of the lateness of the hour Ratan *has* now *learnt to be diligent*, and *how to study* with ease to himself It is *too cold to sit* in this draught. You *had better shut* the door The Russians *preferred to burn* their capital Moscow, rather than *give shelter* in it to their enemies, the French The prisoner *had to climb* over two high walls, *to wade* through one stream and *to swim* across another, *to make* his *escape* *Have* you no *wish to please* me? Yes, Sir, I *have* a great *desire to please* you I *try to do so* as much as possible ‡ A friend of mine *has a* (4) large, and (3) young, (2) curlyhaired, (1) black Tibetan dog *to sell* *I intend to buy* him We *are* not *certain*§ *how* we *ought to proceed* in this matter We *do* not *consider* this man

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* "To need" does not require a Preposition "before the Object of it," "to have need" requires the Preposition "for," to be in need" requires the Preposition "of"

† "Nor," being equivalent to, "and not," the second class of the above sentence (*and* being omitted) might run thus —

"*Nor* does my brother need them."

‡ Supply the ellipsis "it is," after "as" and "to do so," (i e, to please you) after "possible"

§ "To be certain of" is another form of "know"

*to be* any* *guiltier* than the other. I was not any the† less *desirous to go*, because *I knew* him *to be unwilling* for me *to go*. I was not any * less desirous to go than * before. The teacher *permitted* us to go home early because we *asked* him *to do so*. The teacher *allowed* us *to go* home early because he was very ill Our parents *wanted* us *to go* home early because some friends *came* from a distance *to see* us We *requested* our teacher *to let* us *go* home to-day as early as possible Durga, you *had better try to write* better than you do You do not write any better now than you did a year ago *Please to let* me *lie* here *to rest* † for a time I am *sure to be* the *better* for some sleep Sohan and Mohan *have to cross* § the iron bridge over § the Gumti *to reach* their homes The policeman *compelled* the crowd *to move* away from before the Jail gate We had to shut all our doors and windows *to keep out* the cold wind

We have made *arrangements to suit* the circumstances of the case I *had* much *rather stay* here to *see* the fireworks than *go home* and *go to bed*. You *had* much *better go home*

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* "Any" and "somewhat" are used as Adverbs, before the Comparative Degrees of Adjectives and of Adverbs *to limit* the difference expressed by the Comparative Degree

"Any" is used in *negative* sentences with "not," and in *interrogative* sentences of the form noted in Rule XXXIX

"Somewhat" is used in *affirmative* sentences, and in *interrogative* sentences of the form noted in Rule XLII

Observe that when a comparative Degree is not qualified by "somewhat" or "any," *the difference* expressed is indefinitely great

"None the less" is equivalent to "not any the less" Observe that the precedes the comparative Degree, when "than" and the second term of the comparison are omitted

† This is an idiomatic (and respectful) form of the Imperative Mood, but it is included here as an example of the use of the Infinitive.

§ Observe the idiomatic use of "across" or "go across," (i e, pass over) and the appropriateness of the Preposition "over"

and *go to bed*, than *stay* here and *see* the fireworks Your parents *send* you to school *to learn*, *to read* and *write*. The mischievous boy *tied* a string across a street one* dark night *to annoy* or *to injure* the passers-by The Magistrate *recommended* the fathers of those three boys *to give* them each a sound thrashing *One Nand Kishore* received fifteen stripes at the Katcheri the other morning for an attempt to set fire to a haystack of one of his neighbours The hunter advanced through the bushes *cautiously and noiselessly to avoid*† disturbing the tigress and her cubs I shouted as loud as possible to *attract* his attention *Did* I not *ask* you to *try* and *find* my lost penknife? He *expressed* his *willingness to forgive* me, and *to request* my father *to do* the same The Magistrate *ordered* a policeman *to run* and *tell* the Doctor to *come* and *bring* his *instruments* and *appliances to attend to* wounded men *with*‡ The owner of the house *appeared to be too busy to listen to* my complaint just then It is far *too hot* and *dusty to play* in the open air this afternoon *Does* the carpenter *intend to make* round or square holes in this

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* "One" is thus used before *day*, *night*, *morning*, *afternoon*, *evening*, *week month* or before the name of *a day of the week* to indicate *indefiniteness to date* "One," thus used, conveys the two ideas of "*one*" and the Indefinite Article —*Ex* (*a*) I lost my watch *one* day (*b*) I lost my watch *one* day last week (*c*) I lost my watch last Monday, *definite* (*a*) I lost my watch *one* day (*b*) I lost my watch *one* Monday, (*c*) I lost my watch *one* Monday last month, (*d*) I lost my watch on the 15th of February last (definite)

"One" is also used before the name *of a person*, to indicate (in a contemptuous way) that the speaker knows no more of the person spoken of than his name —(See Examples (*a*) Rule XXIX)

† The Adverb of Manner is, in this sentence, placed elsewhere than is prescribed by Rule XXIX, in order that it may be near the Infinitive, to which it is more intimately related than the Verb "advanced" is

† "To avoid," "to prevent," "to hinder," "to evade," and such other Verbs as indicate *impediment* or *opposition to action*, govern the Participial Form of the Infinitive *Antonyms* of these Verbs govern the Infinitive "to", (the Objective Infinitive)

‡ The position here of "with" in the sentence is *idiomatic* *Grammatically* "with which" (adjectival to "appliances") should come before "to attend "

plank? He *intends to make* neither round nor square holes in it He *intends to make* oval holes in it The approach of night *made* me *conscious* of my danger The strange appearance of the outside of the box, *made* me *curious to see* the inside of it The strange appearance of the man's dress *made* me *curious to see* his face Why are you so *astonished to see* me? Because your long absence and your neglect to answer my letters, *made* me *believe*, until now, in the report of your death You are quite *right to object to interfere* in the dispute between your two neighbours

It is quite *right* for you *to object to interfere* in this dispute between your two neighbours Your teacher *regrets* Sohan, *to have** *to report* your misconduct to your father I *try* very hard *not to dislike* that man He *hesitated to answer* my question at once, because he *did* not *know* how *to put* his reply into the proper form You *have omitted to sign* your name to this document Why *am I to tell* you so often, boys, *not to make* so much noise in the absence of your teacher? I take so much trouble with my Algebra, because I wish, or, rather intend, to gain the first prize The French army had to retreat from Moscow, in the depth of winter, through a hostile country, because the inhabitants of that city burnt it, rather than *allowed* it *to shelter* foreign enemy Those houses of your uncle Durga's require thorough repair They are *in* far *too ruinous a condition* for any one *to live in* them comfortably It is almost *sure to rain* presently *Had* you not *better take* an umbrella with you? My father *does* not *like* me to *associate* with boys very much older than myself † I *do* not *like to associate* with boys very much younger than myself † The objects of Natural History in the Museum *are*

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* Observe that "to have" when used according to Rule CVI, may be in the Infinitive Mood "To be," (*See* Rule CIV) cannot be thus used in the Infinitive

† A *Proper* Noun is only qualified by a Demonstrative Pronoun, or by the other *Distinguishing Words* mentioned in the *Remarks* at the beginning of Chapter XII, when that Noun is referred to in a familiar or a disrespectful way

not *to touch* and *handle* them
*to* during the next holidays? I
risnath. I have neither *enough*
to Parisnath just now My father
st year My servant *wants* me *to*
row or the next day It is not
in a holiday at all, because there
and very little *time to do* it *in*.

the carpenter *require to make* a
*had best ask* the carpenter *to let*
he will *require to make* you a box
our books Why did you go to
my father and my teacher *wished*
re I have often *wished to see* a
one? There are two at Gursipa,
Seringapatam How many more
there yet *to do*? There *are no*
do them all The light in this
us *to see to go right by* We had
ur work. There is quite enough
ght enough there The soldiers
st stream not *good to drink* It
man *to be guilty* of any crime
whatever I have not been *able to finish* my work yet, because it is not *easy to do* a great deal of difficult work in a very short time He *has been showing* his younger brother how *to find* the square root of a decimal fraction Did you *ask* your father *to give* you some *money to send* to your brother? No, Sir He *has gone to lie down* and *rest* for half an hour, and I *do* not *like to disturb* him. He has *told* me never *to let* any one *disturb* him at such times I *object to answer* any such questions as these The Emperor *told* them *to burn* their city, rather than *let* it *shelter* the enemy My son attends the College at Bareilly I very much *wish to send* him to the Benares College instead * My son attends no

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* Supply the ellipsis, "of letting him attend the College at Bareilly"

college at all just at present I *wish to send* him to the Agra College rather than *let* him *remain* idle at home Munna, when *do* you *intend to return* from Lucknow? I *do* not *expect to be able to return* from Lucknow until after my brother's wedding. When *do* you *intend to return* from Lucknow? I *do* not *expect to be able to return* from Lucknow until after my brother's wedding I *have asked* my father more than once *to let* me *learn* Sanskrit

*Do* you *expect to hear from** your cousin shortly? Yes, I *expect to receive* a letter from him to-morrow No, I *have* no *expectation of hearing*† from him for a long time *Do* you *expect* your cousin to *write* so often? Yes, I *expect to hear from* him at least once a week *Had* you not *better mend* this written‡ statement of yours, Behari? It is, *not to call it by a worse name*,§ utter nonsense The carpenter *did* not *expect to find* this wooden peg *to be* so very much *too small to fit* that hole in the bottom of the door frame Our General *planned to deceive* the enemy, and the enemy *laid* other *plans to counteract* those of our General It was a part of our General's *plan to make* the enemy *believe* us *to be weak* in Cavalry Shankar's father *seems to be inclined to allow* him *to join* the College classes as soon as possible Mohan's father *seems to have* no *inclination* whatever *to allow* him *to join* the College classes at all ‖ Durga, is your knife *fit to mend*

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* "*To hear from* a person" is equivalent to "*to receive a letter from* a person," or "*to be written to by* a person"

† When, "to have expectation" is substituted for, "to expect," *the Participle* with "of" is substituted for the *Infinitive* with "to" The same rule holds good with other Verbs of the convertible class, such as, "to wish," &c

‡ Throughout the Exercise in Part II Participles are used simply as Nouns, as Adjectives, and as component parts of the Present, the Past, and Perfect Tenses of Verbs

§ *i e* "To call it *utter nonsense*, is, not to call it by the worst name that it can be called by" The speaker here implies that he might, if he chose, call the "statement," *a falsehood*, instead of *nonsense*

‖ Taking these two sentences together, "at all" is an Adverb of Time antithetical to, "as soon as possible" "Whatever" emphasises 'no'

*pens with?* No, Sir my knife is *big enough* and *strong enough to carve wood with* It *is not small enough* and *not light enough to mend pens with* It was the Magistrate's *desire to inflict* as light a punishment as possible I asked my father to-day for some *money to buy books with*, because he *forgot to give* me any yesterday Why did you call that man's turban a *blue* and *yellow* turban? Why did you not call it a *yellow* and *blue* turban? I call the turban *blue* and *yellow*, because there is more *blue* than *yellow* in it I call the other man's turban a *green* and *gold* turban, because there is less *gold* than *green* in it He *works hard*, day and night, *to gain enough to support* his family in comfort These grapes *do* not seem *to be any** *riper* than those in the other basket Why *do* you not *compel your son to attend* school more regularly and punctually. I *had to make* my horse *gallop* all the way here so as *not to be late to see* the fireworks *Have* you *told* the Daftri *where to put* the empty ink-stand?

My little brother *was* far *too* tired to *keep awake any longer* They *took* the greatest *pains* to *improve* the appearance of the building Many† a man *think* it *better to sacri-*

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* *Any* (or, *at all*, or *in the least degree*,) is used here to emphasise *riper*

† (*a*) "Many" qualifying a noun in *the plural* conveys the idea of an indefinitely great number of the things specified *collected in a group* or *in a sequence*

(*b*) "Many" qualifying a Noun in the *singular* preceded by "a" conveys the idea of an indefinitely great number of the things specified *isolated from each other* (the aggregate number being still indefinitely great)

Ex —(*a*) I have told you *many times* not to do that (*i e*, I have *repeatedly* told you, or) I have told you *several times in succession*, &c

(*b*) I have told you *many a time* not to do that (*i e*, I have told you on several *different* occasions, &c)

Observe, that the idea conveyed by construction (*a*) includes the idea conveyed by construction (*b*) but that the converse of this is not the case

Construction (*b*) is to be used when *isolation* of the individual things composing the aggregate is intended to be *unmistakebly understood*

The difference between the two ideas conveyed by Constructions (*a*) and (*b*) must be borne in mind in selecting Adverbs, Prepositions, Conjunctions and Tenses of Verbs, for use in connection with these constructions

† For the omission of the Possessive Pronoun here, *see* Note VI Art I.

*fice* his property than *to offend* his conscience. The conspirators *agreed to attempt to meet* the difficulty by open force, instead of by the underhanded action. That poor old beggar is *so feeble as to be unable to walk.* It is *better* for a man *to get* wisdom than *to get gold.* I *intend to help* rather than *to hinder* him. I *intended to help*, and not to *hinder* him. Do you *intend to ride* or *to drive* to your office this morning? I *intend* neither *to ride* nor to *drive* there. I *intend to walk.* I have no *carriage to drive in*, and no *horse to ride.* I sold both of them yesterday, and *have to walk* to my office for the present. Every one of your relations as well as myself fully *believed* you to *be dead.* Mohan *does* not *allow* his pleasure *to interfere* with his duty. He does his work well first, and plays heartily afterwards, instead of mixing up play with work. I hereby *certify* Sohan Lal, lately a pupil of mine, *to be* intelligent, industrious, and painstaking. (*i. e.*, I hereby certify *that* Sohan Lal, lately a pupil of mine, *is* intelligent, industrious, and painstaking.) *Am I to understand* this statement of yours *to be* a statement of facts or a statement of hearsay? A statement of facts, Sir. His *purpose* was *to infuse* curiosity, by gentle and unsuspected means, into the gay, the idle, and the wealthy. I *thought* it *right to tell* him all the details of the accident to his sons. That gateway is neither *high enough nor wide enough to allow* the Raja's smallest elephant *to pass* through it easily. I *have been explaining* to my little brother *how* he *ought to behave* in the presence of visitors to his school. He now *knows how to behave* on such occasions. Sohan *has undertaken to show* me *how to find* Greatest Common Measure of these three numbers.

You *ought to write to* your father (*in order*)* *to let* him *know of* your safe arrival here.

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* "In order" (*See* Note‡ Rule (XII) indicates that the action expressed by *the Infinitive* is *the aim or object of the action* expressed by the Verb used under Rule CXII. "In order" may be omitted, but if omitted it has always to be *understood.*

Ex.—I *did* it *to please* him.

The statement is, however, made more definite if "in order," be *expressed.*

Ex.—I did *in order* to please him.

You ought to write *legibly*, so as *to* allow people to *read* your writing easily The watchman *has fastened* the garden gate *to prevent* any one *from entering* without permission The watchman *has fastened the* garden gate,* *so as to prevent* any one *from opening* it easily You have done me, *to say the least of it*, Ratan, a very unfriendly action † All men *agree to call* vinegar sour, honey sweet, and aloes bitter Why does that boy *look so discontented*? Because he has just asked his father to *give* him some money to *buy* a kite with, and his father

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* "So as," indicates that the action expressed by *the Infinitive is the aim or object of the manner of the action* expressed by the Verb

"So as" must always be *expressed* It is equivalent to "in such a manner as," and, if Adverb of *manner* be at the same time, *expressed*, the statement is made more definite —

Ex —I did it *so as* to please him
I did it *carefully so as* to please him

Observe, that, if, "in such a manner as" be substituted for "so as," the Adverb of manner must be omitted

Observe also that if "too" be placed before the Adverb, and "so as," be omitted, the relation of the Adverb to the Infinitive is *reversed*, and the construction indicate *utter incompatibility*, *inconsistency*, or *incongruity* between the action expressed by the qualified Verb, and that expressed by the Infinitive

Ex —(*a*) You have written this *too carelessly* to please me (*i e*, *so carelessly as* not to please me, or, *as* to displease me)

(*b*) I like him *too much* not to be unkind to him (*i e*, *so well that* I cannot be unkind to him or *that* I *must* be kind to him)

Here, (*a*) "doing it *very carelessly*, is *incompatible*, &c, with pleasing me," and (*b*) "liking him *very much*, is *incompatible*, &c, with "being unkind to him"

The effect of, "too," in regard to *Adverbs with Infinitives* (*See* Rule CXVI and Note)

† *i e To say*, "Ratan, you have done me a very unfriendly action," is,—*not to say* all that I *could* say about it (*i e*, I could, if I liked, call it *your action*, the action of an enemy)

*objected to give* him any just now *Did* I not* *tell* you *not to waste* any more time on such nonsense? *Did* I not* *forbid to waste* any more time on such nonsense? I *told* you *not* * *to waste* any more time on such nonsense That lad is *too intelligent* by far *not to be aware of* his error. We *ought to read* blank verse *so as to make* every line *sensible* to the ear Rohan is *not* † *certain to gain* a prize, and Sohan is *certain not* † *to gain one* Rohan is *not* † certain *of* ‡ *gaining* a prize, and Sohan is certain *of not* ‡ *gaining* a prize I *know* him *to have been absent* from School for at least five consecutive days during the last fortnight Durga, you have written this letter *too carelessly to please* me Adversity *teaches* us both to *think* and to *reason* I *intend to buy* a bay pony mare at the next horse fair The Magistrate *requested* the Doctor *to examine* the child, either at once, or as soon as possible. The Magistrate *told* his *clerk to write* a note to the Doctor to *request* him *to come* to the Kacheri immediately We have criminals of a certain class, because we *do* not *consider* them *to be fit to live* This wall is *high enough to form* a boundary between your garden and mine, and *low enough to allow* each of us *to see into* the garden of the other We were all extremely *surprised to find* the doors (*to be*) open and the prisoners (*to be*) gone. I *do* not *hesitate*, in the least, *to declare* my total *inability* to *account* in any way whatever, *for* the open doors, and *for the* absence of the prisoners

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* Observe that in sentences constructed according to the rules in Chapters XXII and XXIV, " not " sometimes qualifies *the Verb*, sometimes *the Infinitive* and sometimes both the Verb *and* the Infinitive

† Observe the position of " not " and that the *certainty* (here) is greater in the case of Sohan than in that of Rohan

‡ " Certain and certain of " (or "sure" and "sure of") are the two Adjectives, concerned in these (See Rule CXV) In the case of the former, *the condition* indicated by the Adjective, is that of the mind of *the speaker* In the case of the letter (with " of ") *the condition* is that of the mind of the Verb, and the Adjective governs the *Participial* Infinitive instead of the *Objective* Infinitive (with " to ") In the case of the Adjectives concerned in Rule CXV, *the condition* is that of the mind of the Nominative and some of the Adjectives concerned do not govern *Participial* Infinitives,

We all *watched* him *climb* the face of the hill, *saw* him *disappear*, for a few minutes, behind a projecting rock, and shortly after *observed* him *re-appear* on the summit, in an attitude of triumph * What things did the burglars rob † your house of the other night, Shankar ? They stole † some *diamonds rubies pearls, and emeralds*, and robbed the house too, of all the *kitchen utensils* Was it not very *wrong of Shankar to conceal the truth* from his father ? I *sent* for you, Rohan, *to* tell you, *not to translate* your sentences literally Was he not greatly *annoyed to see* so few boys *ready to begin to work* ? Was it very *fortunate* for him *to have* so powerful a friend ? Cromwell *taught* ** every other nation ‡ *to value* the friendship of England and *to dread* her § enmity The Dufti *taught* ** me *how to mend* pens *Do* you *consider* it *necessary* to *take* so much *trouble* ¶ about *so* trivial a matter ¶ I have no *reason* whatever to *suspect* this man *to be guilty* of falsehood Durga, what *has made* you so *late* at school this morning ? An accident *made* me *late*, Sir I fell down on my way here, and *made* myself, my clothes, and my books, *dirty*. I *had to go* home *to change my* clothes, and *to make* my face and hands *clean* Nothing else than this accident *has made* me *late* this morning, Sir In many instances, the guilty escape punishment, and the innocent suffer Ratan, it is very *careless of you to make mistakes* in the use of "since" and "for," Prepositions of Time It is *better for you not to translate* at all, than to translate without reference to the rules of translation It is very *good of*

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* Or "in a triumphant attitude"

† The *Direct* Object of "to rob," is always *the person or thing from whom* or *which* something is stolen The Object of "to steal," is *the thing stolen* "To rob—of" has two Objects, one Indirect and one Direct, *i e*, *the thing* stolen and *the owner* of it "To steal—from" has the same two Objects, but in a reverse order —

Ex —He stole *a watch* from *me* He robbed *me* of a *watch*

‡ Supply "than England"

§ Personification

** Comparison of the characters of the actions expressed by these two Verbs "taught," will show, when *how* may be omitted in a sentence of this construction

¶ Supply "*as* you do" after "trouble" and "*as* this is," after "matter."

*you to be kind* to that poor blind boy. Mohan, you speak English *too fast* for me *to understand* you readily. You *all better speak* more *slowly* so as *to allow* me *to follow* your meaning. This poor man fell from the roof of that house just now.

It was *too bad of you to taunt*†† that cripple *with* his lameness, Ratan. Men of all countries are more alike in their best qualities, than the pride of civilization* *is willing to allow.* It *is* not† right for you, Shankar, *to find fault with* me for laziness. You, yourself, are quite as lazy as I am. This poor man fell just now from the roof of that house. Some of us *ran to pick* him *up* and others *ran to fetch* the doctor. We *did* not really *need*‡ *to do* the latter§, the man was dead. These rules for the construction of sentences command‖ your earnest attention. The old soldier *began*¶ *to relate* his adventures, as soon as he *sat down*. You *need* not *expect* the teacher *to treat* you more kindly than he does your school-fellows, because of** his relationship to you. Do you *expect* the teacher *to treat* you more kindly than he does your school-fellows, because** he is a relative of yours?

That is not a proper *book to learn* English from. It contains many examples of bad English for the *pupil to correct*. It *is* not *good* for a pupil ever *to see* bad English in print, or ever *to see* any other bad English than his own.

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†† *i. e.*, *to taunt* that cripple with his lameness was *very wrong* for you *to do*, Ratan.

* Personification.

† Understand *right, proper, fit, correct, seemly*, &c., after *not*, as Complements of the Verb "to be."

‡ *i. e.*, "had to need." "To have need," and "to be in need," are equivalents to "to need."

§ *i. e.* "fetch the doctor."

‖ "Command," in the sense of "order," governing an Infinitive, and having a *person* for its nominative, is seldom used colloquially. "Command," here, means, "imperatively demands (or requires.")

¶ In English, it is not correct to use "to begin" followed by Infinitive unless in connexion with *continuing* or *ending* the same action, or in connexion with another Verb.

** Observe, that "because of," is followed by a *noun phrase*, and that "because" is followed by *a sentence*.

English school-boys, like native school-boys, learn the construction of their own language, and *learn to speak* it by observation of, and by imitation of, the speech of others *To study* the Rules of Composition is the same as to *observe* the speech of others , and, *to practise* translation according to those rules is the same as *to imitate* the speech of others

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B —Translate into English —

اونهوں نے هم سے کہا کہ جملہ کي ابتدا میں there کے اِستعمال کي مقابلہ جو قواعد هیں اون میں اِمتحان دو — میں اِس نوجوان کا اِمتحان جبر و مقابلہ میں لیا چاهتا هوں — صاحب مجسٹریت کا حکم هے کہ پرسوں دوپہر کو تمام گواہ اِس خون کے مقدمہ کے هماری اجلاس میں حاضر هوں — تم میرے سوال کا جواب دینے سے کیوں اِنکار کرتے هو؟ — اِسواسطے کہ اِس قسم کے سوالات کے جواب دینا میرے خلاف هے *

هم میں سے ایسا کون هے جو اتنک یہہ نہیں جانتا کہ some اور any کا اِستعمال بہ صحت کس مقام پر هوتا هے؟ *

کیا تمهیں اِس شخص کي مدد کي اور زیادہ ضرورت هے؟ — کیا تمهارے بهائي کو بهي اوسکي مدد کي ضرورت هے؟ — نہ میرے بهائي کو اوسکي مدد کي ضرورت هے اور نہ مجهے هے *

مجهے اور میرے بهائي دونوں کو اس شخص کي مدد کي اور زیادہ ضرورت هے — مجهے یقین هے کہ تم اپنے جرم کي سختي سے ناواقف هو — میرے رتن کو محنت کرنیکي ترغیب دي هے — اور یہہ بتا دیا هے کہ اگر اِسطرح کام کروگے تو تمهارے واسطے کسقدر آساني هوگي — قید سے خلاصي پانے کے واسطے قیدیوں کو دو دیواریں اور ایک دروازہ توڑنا پڑا اور ایک بلند دیوار پر چڑهنا پڑا — هاري معلوم هوتا هے کہ تمهیں مجهکو خوش کرنا منظور نہیں هے — نہیں جناب — ایسا نہیں هے — مجهے بڑي تمنا هے کہ آپکو خوش کروں — میرے خسر کو اپني بوڑهي گاے بیچني هے بہتر هے کہ تم اوسے خرید لو — میں نہیں جانتا کہ مجهے اپنے چهوٹے دوست سے کیا کرنا چاهیئے — هم اس شخص کو اوروں کے نہ نسبت کم گنهگار نہیں سمجهتے هیں — تمهیں جانے کي بہت فکر کرنا چاهیئے — اس واسطے کہ تم جانتے هو کہ مجهے تمهارے جانے کي بڑي فکر هے — بدا اب تمهیں

میرے ساتھہ جانے کي نہ نسبت سابق کے کم خواهش هے ؟ — آج مولوي صاحب نے همیں سویرے گھر نہ جانے دیا اس واسطے کہ هم نے اونسے ایسا کرنے کو نہیں کہا تھا *

رتن اور شنکر تمهارے والد کیوں چاهتے هیں کہ آج تم بہ نسبت معمول کے سویرے مدرسہ سے گھر جاؤ ؟ — اس واسطے کہ همارے بعض دوست بڑي دور سے همارے ملاقات کو آئے هیں *

دُرگا تم اِس سے بہتر لکھنے کي کوشش کیوں نہیں کرتے ؟ *

بہتر هے — کہ تم یہاں تھوڑي دیر آرام کرو — یقین هے — کہ تھوڑي دیر سونے سے تم اچھے هو جاؤگے *

کس پل کو نانگھہ کر تمہیں گھر جانا هوگا ؟ — همیں کرمناشا ندي پر پکا پل نانگھنا پڑیگا *

یہہ برقندازوں کا کام هے کہ اِس بھیڑ کو شفا خانہ کے سامنے سے دور هٹاویں — همیں رات کو سب دروازوں اور کھڑکیوں میں کُنجي دیني پڑتي هے تاکہ چور اندر نہ آنے پائیں *

کیا تمنے اس بات کا بندوبست کیا هے کہ تمهارا سالا اون مشکلات سے نجات پائے جو روپیہ کے نہونے سے اوس پر پڑي هیں ؟ — نہیں میں نے ایسا بندوبست نہیں کیا هے — اور نہ ایسا بندوبست کرنے کا اِرادہ هے — میرے لیئے یہي کافي هے کہ میں اپنا قرضہ ادا کروں *

بہتر هے — کہ یہہ چھوٹے لڑکے گھر جاکر سو نہ رهیں — بلکہ یہاں ٹھہر کر آتشبازي دیکھیں — بہتر هے کہ هم میں سے بعض آتشبازي دیکھنے کو ٹھہرنے کے بدلے گھر جاکر اپني کتابوں کا مطالعہ کریں — هم اِسواسطے مدرسے میں آتے هیں کہ پڑھنا اور لکھنا سیکھیں — دو انگریز اور ایک هندوستاني شکاري اوس درخت پر اِس غرض سے چڑھے هیں کہ آدم خور شیر کي گھات میں بیٹھے رهیں *

پولیس والوں نے ایک کابلي بساطي داؤد خاں کو حوالات میں رکھا هے — اس واسطے کہ وہ معقول حال اپنا نہ بیان کر سکا *

وہ شکاري چپکے سے جھاڑیوں کے اندر چلا گیا تاکہ شیرني اور اوس کے بچے چونک نہ پڑیں — وہ چور حتي الامکان بہت آهستہ آهستہ چلا تاکہ چوکیدار کو خبر نہ هو *

تمنے کس سے کہا ھے کہ میرا گم شدہ قلمتراش ڈھونڈھ دو ؟ — مینے کسي سے اوسکے ڈھونڈھنے کو نہیں کہا ھے — میں خود اوسکي تلاش کیا چاھتا ھوں — مجھے معلوم ھے کہ وہ کہاں ملیگا *

جناب آپ میري خطا معاف فرماویں اور اپنے والد سے بھي معاف کروا دیں — ڈاکٹر صاحب نے چپراسي کے ھاتھہ اپنے نائب کو کہلا بھیجا ھے کہ ایک شخص کي ٹانگ ٹوٹ گئي ھے — اوسے دیکھنے کو مجھے جانا ھے — آلات اور کچھہ پٹیاں اور دھجیاں لیکر آؤ — خاص اوس وقت وہ ایسا تھکا ھوا تھا کہ کسي کام کي طرف توجہہ نہ کر سکا *

آج اسقدر ھوا ھے کہ کنکووا اوڑانا دشوار ھے — پس مناسب ھے کہ ھم گھر کے اندر رھیں — اور وھیں کچھہ کھیل کھیلیں *

کیا تمھارا قصد ھے کہ بڑھئي کو حکم کیا جاے کہ وہ ایک گول میز تمھارے لیئے بنائے یا ایک مربع میز طیار کرے ؟ — میرا ارادہ ھے کہ اوسے ایک بیضوي شکل کي میز بنانے کا حکم کروں — رات ھو جانے سے ھمیں پیشتر سے بھي زیادہ خوف ھوا *

اس صندوق کو اندر سے دیکھنے کے تم اسقدر مشتاق کیوں ھو ؟ — کیونکہ باھر وہ ایسا عجیب و غریب معلوم ھوتا ھے *

تمھارے اسقدر غیرحاضر رھنے اور ھمارے خطوط کا جواب لکھنے میں تساھل کرنے سے ھم سب کو یقین ھو گیا کہ تم مر گئے *

کیا مینے یہہ اچھا نہیں کیا کہ تمھارے دونوں بھتیجوں کے جھگڑے میں دخل دینے سے انکار کیا ؟ — جي ھاں آپنے بہت خوب کیا کہ اونکے معاملہ میں دخل نہ دیا — سونہہ مجھے بڑا افسوس ھے کہ تمھارے باپ سے مجھے تمھاري بد چلني کي شکایت کرني پڑي — اس بیوقوف شنکر کي کتاب میں جو بہت آسان لفظ ھیں اونکے معنے بھي یہہ لغت کي کتاب میں دیکھتا ھے — میں تو بہت چاھتا ھوں کہ اس شخص سے نفرت کروں *

تم مجھے جواب دینے میں پس و پیش کیوں کرتے ھو ؟ — اسواسطے کہ میں نہیں جانتا کہ کس طرز سے جواب دوں *

میں اس دستاویز پر اپنے اوستاد کے دستخط کرانا بھول گیا — کیوں اوڑکو مینے تم سے اکثر نہیں کہا ھے کہ جب مولوي صاحب نہوں تو اسقدر غل نہ مچایا کرو ؟

—مجھے اُمید ھے — بلکہ میرا اِرادہ ھے کہ جبر و مقابلہ میں اول درجہ کا اِنعام حاصل کروں *

میرے چچا کا مکان ایسا شکستہ ھے کہ برسات کے موسم میں اونکے رہنے کے قابل نہیں ھے — اونھوں نے مزدور لگائے ھین — کہ فوراً اوسکی مرمت اچھی طرح سے کریں *

تھوڑے ھي عرصہ میں مینھہ یقیناً برسیگا — پس کیا یہہ بہتر نہیں ہے — کہ آپ کسي سے چھتری عاریتاً لے لیں *

اونکے والد کو یہہ نہ چاھیئے — کہ اونھیں ایسے لڑکوں کي صحبت مین بیٹھنے دیں جو اِن سے کہیں بڑے ھیں — اوسے ایسے لڑکوں کے صحبت میں نہ بیٹھنا چاھیئے جو اوس سے بہت چھوٹے ھیں — اِس دوکاں میں جو چیزیں ھیں — وہ لڑکوں کے خریدنے کے واسطے ھیں — بے فائدہ ھاتھہ لگانے کے واسطے نہیں ھیں *

بالفعل تو اجودھیا کے راستہ سے میرے جانے کا قصد نہیں ھے — میرے پاس نہ تو اِتنا روپیہ ھے — اور نہ اِسقدر فرصت ھے — کہ اِس سال کے آخر تک کہیں جاؤں — میرے والد کا قصد ھے کہ مجھے بمبئي بھیجیں *

تمھارا بھائي کچھہ کتابیں مجھہ سے عاریتاً لیا چاھتا ھے — مگر کچھہ کتابیں عاریتاً دینا بھي میرے واسطے دقت ھے — کیونکہ مجھے خود اِن سب کتابوں کي ضرورت ھے — مجھے بڑا افسوس ھے — کہ اوسے کتابیں عاریتاً دینے سے مجھے اِنکار کرنا پڑا — بڑھئي کتني لکڑي مانگتا ھے — کہ ایک صندوقچہ میرے اِس صندوقچہ کے برابر تمھارے واسطے بناوے؟ — میں نہیں جانتا — بہتر ھے کہ تم خود بڑھئي سے پوچھو — وہ اوروں سے بہتر جانتا ھے — کہ کتني لکڑي میں اِتنا بڑا صندوقچہ بن جائیگا — یہہ بھي اوس سے کہنا چاھیئے کہ کس قسم کي لکڑي کا ایسا صندوقچہ بنتا ھے — تھوڑي مدت سے تم Gairsapa-گئے ھو؟ — ھاں مین اپنے والد اور بھائیوں کے ساتھہ ایک آبشار دیکھنے کیواسطے وھاں گیا تھا — سری رنگ پٹن اور سمندر کے درمیاں دو آبشار دریاے کاوري پر ھیں *

کیا ایسي ھي اور اشکال عملي بھي ھمیں حل کرني پڑیگي؟ — نہیں اب اس قسم کي شکلیں ھمارے حل کرنے کے واسطے نہیں ھیں *

اِس تالاب میں اِسقدر گہرا پاني نہیں ھے کہ ھم نہا سکیں — بہتر ھے کہ ھم کسي اور تالاب میں جاکر نہائیں جو ایسا پایاب نہو جیسا یہہ ھے *

اِس ٹوکرے میں کوئي پھل کھانے کے قابل نہیں ھے — بعض پھل بہت پختہ ھیں اور بعض بہت خام ھیں — بہتر ھے—کہ تم یہہ سب پھینک دو — تم میرے سوال کا جواب دینے سے کیوں اِنکار کرتے ھو ؟ — اِس واسطے کہ اِس قسم کے سوالات کا جواب دینا میرے خلاف ھے *

میں نے یہہ کام ایسي ھوشیاري سےکیا ھےکہ کسي قسم کي غلطي نہونے پائے — بھاري کي گاڑي کا بایاں پہیہ اسقدر میرےقریب سے گذرا کہ میرے گھٹنے میں رگڑ لگ گئي — برقندار نے دروازہ میں کُنڈي لگادي تاکہ باقیماندہ قیدي بھاگنے نہ پائیں — یہہ رسي اسقدر لمبي نہیں ھےکہ کوئیں کےتہہ تک پہونچ سکے— ھماري میزیں اِسقدر قریب قریب ھیں —کہ اوپر لکھنا مشکل ھے— تم نہیں جانتے کہ مجھے کس وقت اور کہاں مزدوري ملیگي *

میں اپنے چھوٹے بھائي کو سمجھا رھا ھوں کہ جب کوئي تمھارے مدرسہ کو دیکھنے آئے تو اوسکے سامنے کیونکر رھنا چاھیئے — اب وہ جانتا ھے کہ ایسے موقع پر کس طور سے رھنا چاھیئے *

صاحب مجسٹریٹ کے نزدیک مجرم کو بہت سخت سزا دینےکي کوئي وجہہ نہ وہ شخص مجھہ سے کیا چاھتا ھے؟— وہ تمھارے پاس اِسواسطے آیا ھے کہ تم اوسے اِجازت دوکہ وہ تمھارے نوکروں سےکہے کہ اپني بکریاں میرے باغ میں تھي نہ آنے دیا کریں *

میں نہیں سمجھتا کہ آج مجھے یہاں اِتني دیر تک کیوں اِنتظار کرنا پڑیگا — کیا تمھارا بڑا بھائي اتنا بڑا نہیں ھے کہ خود کمائے ؟ — نہیں جناب — ابھي اوسکا سن کمانے کے قابل نہیں ھے *

اوسکے دوستوں نے اوس سے اصرار کیا کہ کسي مفید شغل میں وقت کاٹا کرو — اس لڑکے علي بخش نے مجھہ سے باصرار کہا کہ سرکاري باغ میں چڑیا خانہ دیکھنے میرے ساتھہ چلئے — اور طلبہ کي بہ نسبت اوسے ماسٹر صاحب کي عنایت کي زیادہ اُمید ھے کیونکہ وہ اوس کے عزیز ھیں — تمھیں یہہ اُمید نہ رکھنا چاھیئے کہ عزیز داري کے خیال سے ماسٹر صاحب بہ نسبت تمھارے ھم مکتبوں کے تمھاري زیادہ خاطر کرینگے — دیسي زبان سے انگریزي میں ترجمہ کرنا انگریزي عبارت لکھنے سے آسان ھے *

ھم دیسي زبان سے انگریزي میں ترجمہ کي مشق کرتے ھیں تاکہ آگے چل کے ھمیں انگریزي عبارت لکھنا آجاے *

ارے مجھہ پر اِسقدر خفا نہ ہونا چاہیئے — میرا قصد اونہیں مدد دینے کو تھا — روکنے کا نہ تھا *

یہہ صاحب اِسواسطے یہاں آتے ہیں نہ اس نواح کا حال دیکھکر یہاں کی صفائی کی نسبت رپورٹ کریں *

عالم خوف میں چالاکی کرنا اچھا ہے — مگر چالاکی کی ظاہری کے واسطے خوف مول لینا خطا ہے *

یہہ کھڑکی کیوں ٹوٹی ہے ؟ — اِسواسطے نہ میرا نوکر اس میں کُنڈی لگانا بھول گیا اور ہوا کے زور سے اوس نے دیوار سے ٹکر کھائی *

کیا باعث ہوا کہ تمنے یہہ ماجرا مجھہ سے چھپایا ؟ — میں ڈرا کہ مبادا میری غفلت کی وجہہ سے آپ مجھہ پر خفا ہوں — کیا تمہیں اُمید تھی کہ یہہ کام مجھے خود کرنا پڑیگا — یا یہہ گمان تھا کہ اور کوئی بھی اس کام میں میری مدد کریگا ؟ — میں عرصے سے اِس بات کا منتظر ہوں کہ تمہارے چچا کو کسی بڑے کام کو جاتے دیکھوں — آگرے سے متھرا تک اِسقدر فاصلہ ہے کہ علیل آدمی ایک دن اور ایک رات میں نہیں سفر کرسکتا *

کیا تمہاری یہہ مجال ہے کہ اِسقدر بےادبی کو گُستاخانہ کلام مجھہ سے کہو ؟ — تمہیں مناسب ہے کہ ادب قاعدے سے بات چیت کرو *

میرا چھوٹا بھائی ایسا احمق ہے کہ اوسنے سب روپیہ کی مٹھائی خرید لی بعوض اِس کے کہ کچھہ روپیہ بچاکر اوس کے بدلے مول لیتا — کیا تم نے اوسے نہیں دیکھا کہ تھوڑی دیر وہ سڑک کے گوشہ میں ٹھہرا رہا — مجھہ پر فرض ہے کہ تم پر اسیات کی تاکید کروں — کہ فعل کی گردانیں خوب یاد کرو — اور حرف تعریف و تنکیر کے اِستعمال کے قواعد بھی یاد کرو — کل یہاں کے سفر سے میں ایسا تھک گیا تھا — کہ آج صبح کو ذرا دیر کرکے اوٹھا *

ایک وجہہ ہے کہ میں اس شخص کا اعتبار نہیں کرتا — مجھہ پر اوس کا غیر معتبر ہونا ثابت ہوگیا ہے *

اوس ٹوٹے ہوئے پل پر سے اترنا تمہارے حق میں اچھا نہیں ہے — یقین ہے — کہ وہ اس مہم میں کامیاب نہ ہو — خدا حیرت نہ لائے تو میں نے اس لڑکے کی کتاب لیکر چھپا رکھی تھی — میرے والد کو یہہ مناسب معلوم ہوا کہ اپنے تمام مکانات اور اراضی بیچ کر قرضہ ادا کریں — میں اقرار کرتا ہوں کہ اس دستاویز

کے آخر میں میرے دستخط هیں — مجھے یقین هے کہ اس کاغذ کے آخر میں کسی نہ کسی طالب علم کے دستخط هیں — مجھے دعوی معلوم هے کہ اس کاغذ کے آخر میں میرے بھوئی کے دستخط هیں اور کسی کے نہیں هیں *

ایسے ایسے سوالات اس طرح سے حل کرنا تمھیں کس نے سکھایا هے ؟ — میرے ایک دوست نے سکھایا هے جو ڈھاکہ کالج میں پڑھتا هے *

میں چاهتا هوں کہ تم یہاں بیٹھکر یہہ سوالات حل کرنے کی کوشش کرو — مجھے اپنی گاڑی معمولی جگہہ پر نہ پانے سے بڑا رنج هے *

جوهیں گھوڑی میں دس بجیں تم لکھنا شروع کر دینا — کیا تم نے اوسے ڈاکخانے کے چپراسی کی طرف دوڑتے دیکھا یا آهستہ آهستہ اور خراماں خراماں اوسکی طرف جاتے دیکھا *

میں اِس گھوڑے پر اِس قدرت سے سوار هوا هوں کہ اِسکی حرکات اور اطوار خوب جانتا هوں — اب میں اوسسے ایسا واقف هوں کہ کوئی تکلیف مجھے نہ پہونچیگی — اب میں اون سے ایسا واقف هوں کہ ان کی کچھہ فکر مجھے نہیں هے *

دوست کے عیوب کو چھپانا اور اوسکے قصوروں کو معاف کرنا بہت عمدہ بات هے — سوهن — اب ایسی ایسی غلطیوں کے صحیح کرنے میں مجھے زیادہ تکلیف کرنا بیکار هے — میرا کام تو یہہ هے کہ جو غلطیاں تم سے بسبب لاعلمی کے هو جائیں صحیح کروں اور یہہ تمہارا کام هے کہ جو غلطیاں تمہاری بے توجہی سے هو جائیں اونہیں تم خود صحیح کرو *

موهن — تم نے خوب کیا کہ اپنے مجھول بھائی کو ایسے آسان کام میں جیسا یہہ هے مدد نہ دی — میں اون کے ساتھہ زیادہ گستاخی نہ کر سکا *

روهن—تم نے موهن کو کیوں مارا ؟—کیا وہ تم سے بہت چھوٹا نہیں هے ؟— جی هاں — بہت چھوٹا هے — مگر اِس بیٹا کو اپنے چھوٹے سے قدر غرور سے وہ میری مار سے نہ ڈرا —اور میں نے جو اوسے مارا تو اوسکی گستاخی کی سزا دی اپنا غصہ نہیں نکالا — مدا تمھیں اُس کتاب کو اول تا آخر پڑھنے کی ضرورت نہیں هے — ایسی نثاروں کا پڑھنا محض تضیع اوقات هے — ہماری مجھے اپنے دوست کی عبث جوئی نہ کرنا چاهیئے — طالب علموں کو مدرسوں کے اِنتظام پر اعتراض نہ کرنا چاهیئے — شکوہ—میں جو اِس معاملہ میں کیا اسکی وجہہ تمھیں نہ پوچھنی چاهیئے *

اِس مشکل شکل کے حل کرنے میں تم اپنے چچا زاد بھائی کي مدد کیوں نہیں کرتے ؟ — اِسواسطے کہ اوس کے حق میں یہہ نہایت بہتر ہے کہ وہ خود کوشش کرکے اُسے حل کرے — وہ بغیر مدد کے بھي خود اِسے کر سکتا ہے ۔

یہہ لڑکے اپنی کتابوں کو مقامات مناسب پر رکھنا بھول گئے — کیا دفتري نے صبح کو اِن دراذوں میں کچھہ روشنائي ڈالي ہے ؟ — نہیں صاحب — وہ اِن میں سیاھي ڈالنا بھول گیا — وہ ایسا کام میں مشغول تھا کہ اوسے دراذوں کا خیال نہ رہا ۔

قرضخواھوں کے واسطے کافي زرینہ حاصل کرنے کو اوسکے باپ کو اپني تمام جایداد بیچني پڑي *

میں نے اپنے خدمت گار سے کہا کہ کسي دوکان پر جاکے ایک اِتنا بڑا رسي کا ٹکڑا خرید لاؤ — جو اس اسباب کے بورے کے گرد پورا آجاے تاکہ چھکڑے سے مضبوط باندہ دیں — سُتلي یا ڈوري سے زیادہ مضبوط کوئي چیز اوسے نہ ملي — کسي دوکاندار کے پاس رسي بیچنے کو نہ تھي *

اسے مہین کاغذ پر خاصي لکھنا اور ساتھہ ھي اوس کے خوش خط بھي لکھنا غیر ممکن ھے *

یہہ انگور ایسے کچّے ھیں کہ کسي کے کھانے کے قابل نہیں ھیں — میں نہیں جانتا کہ اِن کتابوں کو کیا کروں — اِن میں سے بعض تم رکھہ چھوڑو بعض عاریتاً دیدو اور باقیماندہ کسي کو دے ڈالو یا بیچ ڈالو *

دُرگا تم اچھي طرح محنت نہیں کرتے کہ اچھا ترجمہ کرنے لگو — انشا پردازي میں ترجمہ سب سے آسان ھے — اور عمدہ عبارت لکھنے کے واسطے بہت محنت کرني چاھیئے *

ھم میں سے کوئي نہیں جانتا کہ کب مرینگے — پولیس والے نہیں جانتے کہ کسي دھر جرھي کا قاتل کہاں ملیگا *

کیا یہہ بات اوسکي مرضي کے خلاف ھے کہ اوسکا بیٹا تمھارے بیٹے کے ساتھہ انگریزي پڑھے ؟ — نہیں یہہ تو اوسکے خلاف نہیں ھے — اِس میں اِسیکا فائدہ ھے کہ وہ اپنے بیٹے کو میرے بیٹے کے ساتھہ انگریزي پڑھنے دے — دونوں لڑکے ھم سن ھیں اور پڑھنے لکھنے میں ایک دوسرے کي مدد بخوبي کر سکتے ھیں *

مجھے اُمید ہے کہ میں چند ہی روز میں هدایت دوں گا کہ اس عالم پریشانی میں تمھیں کیا کرنا چاھئے — ان لڑکوں میں سے اب تک کوئی نہیں جانتا کہ ترجمے میں لفظ some کہاں پر اِستعمال کرنا چاھیئے اور لفظ any کہاں لکھنا چاھیئے — ڈاکٹر صاحب نے ہم سے فرمایا ھے کہ اپنے مکانات کی کھڑکیاں رات کو کُھلی رکھا کرو تاکہ ٹھنڈی ٹھنڈی ڈاری ھوا آئے — میں نے اپنے نوکر کو بہت ھی جلد درزی کے دیا کہ میرے بھائی سے کہہ آے کہ اب زیادہ میرا اِنتظار نہ کرے— میں نہیں گمان کرتا کہ میرا ارادہ جو اوسکی نسبت ھے اوس سے وہ بالکل ناواقف ھے—کیا تم تسلیم کرتے ھو کہ تم خاطی در تھے—اور اب تم چاھتے ھو کہ میں تمھیں معاف کردوں ؟ —یہہ لڑکے مطلق اِس قابل نہیں ھیں کہ اِمتحان آیندہ میں شریک ھوں—میرے والد بالکل خوش نہیں ھوئے کہ میں نے اِنعام لیئے گھر واپس آیا—مجھے غیر ممکن معلوم ھوتا ھے کہ اپنے بھائیوں کو سمجھاؤں کہ کھیل میں عقل کم کریں— اب تک تمنے کوئی ایسی بات نہیں کہی جس سے میں تمھاری خطا سے چشم پوشی کروں *

دُرگا تمنے یہہ چٹھی ایسی بے پروائی سے لکھی تے کہ میں خوش نہیں ھوا — تمھیں لکھنے میں بہت محنت کرنا چاھئیے *

اِدھر کے سفر سے میں ایسا تھک گیا ھوں کہ بجز سونے کے اور کوئی کام نہیں ھوسکتا — میں جانتا ھوں کہ وہ مدرسے کی حاضری میں اِس قدر ناغہ کرتا ھے کہ ھر ھفتہ میں کم سے کم تین دن غیر حاضر رھتا ھے — تم اس بات کو قبول کرتے ھو یا نہیں کہ یہہ چٹھی تمھارے ھی ھاتھ کی لکھی ھوئی ھے؟— میرے دوست بالکل اس بات پر آمادہ نہیں ھیں کہ اُن مشکلات سے مجھے نجات دیں — میں یقیناً جانتا ھوں کہ اون بیہودہ تہمتوں کا اصل بانی یہی لڑکا ھے — مجھے اِسقدر کام کرنا ھے کہ تمھارے مہمل کلام دو نہیں سن سکتا — مجھے اِسقدر کام کرنا ھے کہ رسوم مذھبی پر توجہہ نہیں کر سکتا — وہ گرمی کی تعطیل کے بعد سنسکرت شروع کرنے کو تھے *

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